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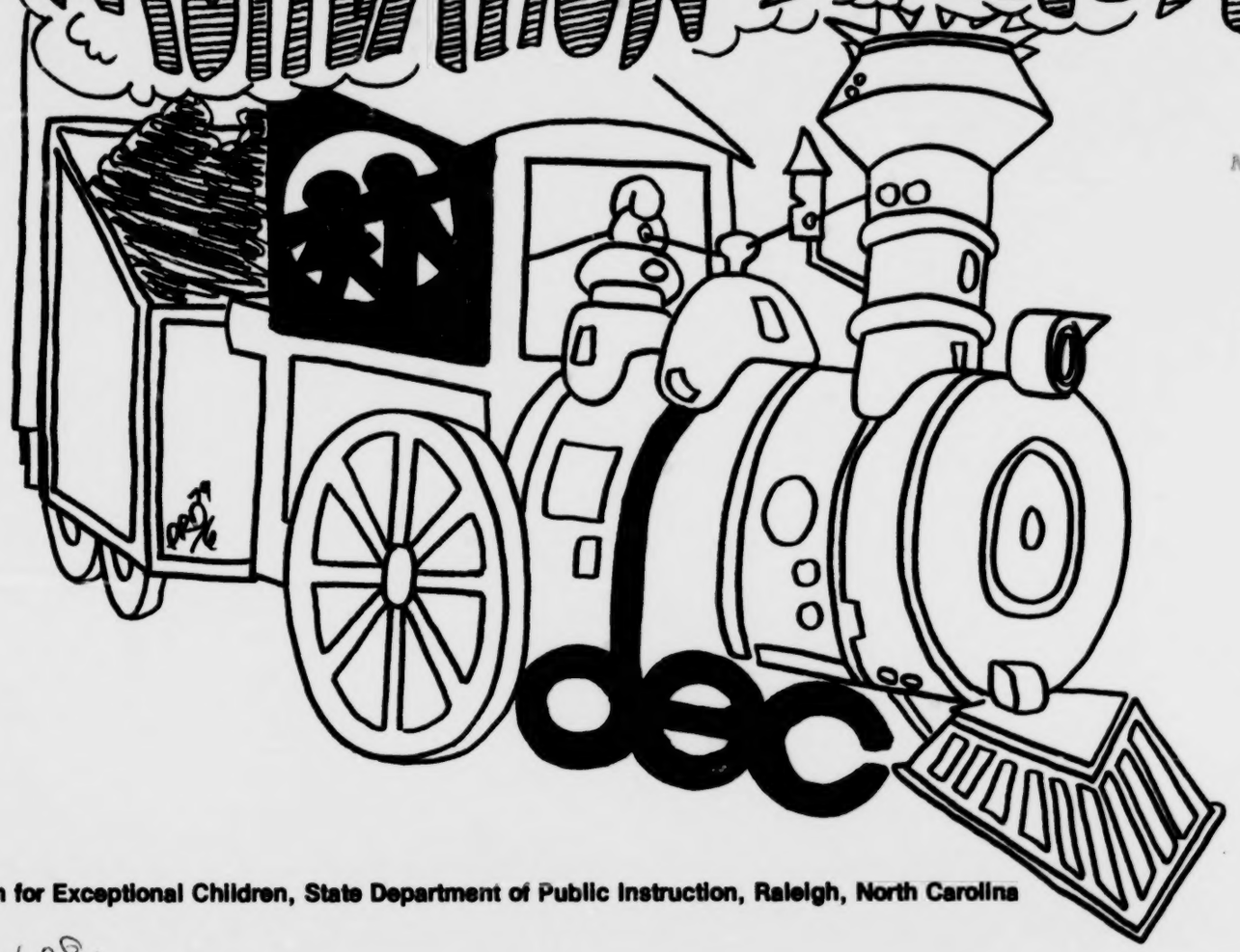
MOTIVATION STATION



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Cover Design and Illustrations by Dennis Draughon

November 1979

FOREWORD

Learning can be an enjoyable experience when effective motivational methods are used. Among the more interesting techniques for encouraging and reinforcing children in their learning experiences is the use of games. When used appropriately, they not only add interest and fun but also extend the teacher, reinforce taught skills, and review mastered ones. Because teachers of exceptional children are so aware of the special needs of their students, games they design are likely to be more appropriate for use with their children than many commercial items.

This booklet has been designed to assist special class teachers in developing many different types of teacher-made games. There are wheels, centerfolds, file folders, and open-ended materials. Each approach provides teachers with dozens of opportunities for presenting new concepts. Instructions are simple and easy to follow and include illustrations for quick assembly of items. It is the wish of those who developed this booklet that it will be used often and shared with others. In the process, the ideas presented here will multiply many times and, therefore, will produce many happy hours of learning for exceptional children.

Theodore R. Drain, Director
Division for Exceptional Children

MOTIVATION STATION

A Guide for

Teacher-Made Instructional Games

Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611

November 1979

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INTRODUCTION

EFFECTIVE USE OF GAMES

- "Teachers teach and materials facilitate." After the initial presentation of a skill (large group, small group, or one-on-one), the teacher may use commercial and teacher-made materials to reinforce the skill being taught. Additional teacher-directed sessions may be necessary with additional drill. Use of materials alone for initial teaching is often ineffective.

- Games are teacher-extenders, providing a means for reinforcing drill on the target skills without requiring the teacher's presence.

- To insure that students are utilizing a game to its fullest extent, teachers can role-play the step-by-step use of the activity with their students as many times as necessary. If some confusion results, additional role-play sessions may be required covering rules, storage, completed work, equipment, etc.

- Students need to know what they are expected to learn and why. Giving a rationale for the study of a specific skill and the use of a certain material ensures that the learner knows what is expected.

- Programming for a variety of skills and achievement levels extends the versatility of the material.

- Color-coding to represent the level of difficulty or skill to be studied facilitates the assignment of tasks. Thus students with different achievement levels use the same basic activity but complete tasks commensurate with their abilities.

UTILIZATION OF GAMES

- Bottlenecks often develop when several students are waiting for the teacher to check their work before the next student is able to use an activity. To avoid this, students can be required to write their responses on a sheet of notebook paper; these papers are properly identified with name, date, and/or the name or number of the activity and turned into a specific place (i.e. the teacher's "in" box). The game is thus quickly available for the next student needing that specific drill.

- By drawing up weekly contracts including teacher-directed instructional sessions and reinforcement activities, teachers meet the individual and group needs of their students. These contracts are stored in separate file folders with the student's current work.

- Establishing a set routine for class encourages the students to be independent learners. Procedures for starting class, seeking help, turning in work, and moving from one task to another encourage student responsibility. Consistency and role playing expected behaviors are two important factors.

USING REBUS WITH GAMES

- Directions for centers, work sheets, games, and daily classroom procedures can be written in rebus for those students with limited reading skills. This encourages student self-direction and increases the teacher's instruction time.

- When using rebus, the teacher selects symbols which represent words or concepts. These symbols are prominently displayed in the classroom along with the word they represent.

- On the display chart, the rebus symbols are larger than the printed words. Gradually the size of the rebus symbol is decreased and the size of the word is increased.

- Using Learning Centers With Not-Yet Readers in the Bibliography is an excellent book on the use of rebus.

USING TUTORS WITH GAMES

- The use of peer tutors or cross-grade tutors in a classroom frees the teacher for instruction. Tutors drill vocabulary, monitor games, answer questions, locate materials, and supervise clean-up.

- It is effective when tutors are trained to use specific techniques and activities; when they are assigned as tutors for no more than two weeks; when they are encouraged to deal positively with those being tutored; when they are assigned as tutors as a reward; and when they are constantly supported by the teacher they are helping.

MAINTENANCE OF GAMES

- Color-coding of all parts of a game (folder, cards, envelopes, etc.) facilitates clean-up and storage.

- Storing games in ample-sized containers in a specific area of the classroom that is out of the traffic-flow encourages independence and responsibility in the learner.

- Putting away those activities and games not currently in use extends the life of the material and decreases the distractions for students with difficulties in attending to the task.

- When games are damaged or parts destroyed, they should be withdrawn from the classroom menu. In a group meeting the reason for withdrawing the game should be explained (i.e. irresponsible behavior). When improved behavior is established, games then can be returned to the menu of choices. Consistent action is the key.

TIPS FOR DESIGNING TEACHING MATERIALS

- Determine the objective to be accomplished through use of the game or material.

- Analyze the special needs of handicapped learners that may require adaptation or modification of the material.

- Select an appropriate format -- file folder, centerfold, wheel, computer, open-ended gameboard, sorting activity, Pringle's can, traditional game format such as Bingo, Lotto, Checkers, cards, dice, etc.

- Think through and formulate tentative rules.

- State rules simply, concisely, and completely.

- Make activities self-checking whenever possible or provide a checking center.

- Design the game and/or equipment needed.

- Modify materials and rules as necessary to meet special needs.

- Make the game.

- Try it out.

- Revise as needed.

TIPS FOR MAKING TEACHING MATERIALS

- Use water color markers. (Permanent markers bleed through.)

- Draw colorful borders around edges of folders, taskcards, gameboards, cards, and pockets.

- Use a ruler with a penny taped at each end for the border marks. The pennies keep it from smudging.

READEX FICHE best copy available

- Use pictures to "dress up" activities. (Sticker Fun books, old magazines, catalogs, and books offer a good selection.)

- Use pinking shears to make a pretty border for cutouts, cards, etc.

- Make materials colorful and attractive but avoid "busyness".

- Use a typewriter eraser for erasing small mistakes.

- Glue a piece of construction paper over larger errors and rewrite.

- Use a primary typewriter, if available, for materials designed for young children.

- Print the letter "a" as it appears in a book.

- Use rubber cement of good spreading consistency or dry mount tissue to bond pictures, labels, pockets, etc., to your materials.

MAKING GAME PARTS

- Remember: the younger or more handicapped the child, the larger the game parts should be.

- Draw game cards or parts as close together as possible--sides adjoining if square, rectangular, or triangular. Do any writing, bordering, illustrating, coloring. Laminate and <u>then</u> cut apart. It saves time and material.

- Notch the upper right-hand corner of all playing cards to keep them sorted, right-side up.

- Ask parents for old games. Use the parts for teacher-developed games.

- Reproduce play money with green duplicating masters or use different colors of paper for various denominations.

- Invest in a set of rubber stamps to reproduce coins or clock faces.

- Give each set of cards that go together an identifying mark, design,

or name of game on back to keep them from being mixed up.

- Make dice from wooden cubes. Avery dot labels make good spots for the different faces of the cubes. Or, cut cubes from foam rubber and write on faces with colored markers. (These are silent.)

KEEPING GAME PARTS TOGETHER

- Make pockets for game parts from library card pockets, manila envelopes, or washable clothlike wallpaper from sample books.

- Use the permanent bond method for attaching pockets to materials. To do this, place pocket on material where you want it and trace around it with a pencil. Remove pocket. Cover inside of outlined section with rubber cement. Also cover back of pocket with rubber cement. Allow to dry until tacky. With glued sides together, carefully position pocket within the outline and press firmly into place.

- Reinforce pocket edges with plastic or cloth tape.

- Cut a crescent-shaped piece from the top of the front side of the pocket to make it easier to remove the contents.

- Attach pockets before laminating. Once laminated, pocket opening may be slit with a razor blade or Exacto knife.

- Use a ziplock bag as an alternative for storing game parts. Attach it to the folder or gameboard with a paper clip.

- Or try this... under the ziplock edge, on front and back, put a square of cloth tape to reinforce. Use a hole punch to make a hole through both sides of the bag and the folder or gameboard. Attach with a pipecleaner or metal notebook ring.

- Use this method to prolong life of pockets. Put game parts or cards into one envelope. Slide this envelope into the pocket attached to folder or gameboard.

TRYING OUT MATERIALS

- Identify possible problems by playing the game with other teachers, family, or friends.
- Try the game with 3 or 4 students.
- Use student comments and suggestions for clarifying game procedures.
- Allow students to help evaluate what they have learned from playing the game.
- Revise as indicated by the above.

LAMINATING

- Cover materials with clear contact paper or laminate to prolong life of your materials.
- Laminate both sides or moisture absorbed by uncovered side will cause materials to curl or warp.
- Laminate parts before assembling.
- Dry out materials thoroughly before laminating by placing in a dry-mount press for 30 seconds. This is not necessary when using the double-roll laminating machines.
- Leave a very narrow border of laminating film when trimming edges. This will help prevent edges from separating and becoming dog-eared after prolonged use.

ANSWER VS. NON-ANSWER

- Providing answers directly on teacher-made games is, and will remain to be, a controversial issue.

  Pros for Supplying Answers:

  ...Learning becomes self-directed.

  ...Learning is non-threatening.

  ...Answers save student and teacher time.

  ...Immediate feedback increases learning rate.

  ...Interrupted learning is distractible.

  Cons for Providing Answers:

  ...Cheating will occur.

  ...Student will not record the answer if it is provided.

  ...No chance to set own goals for learning experience.

- Unless handicapping conditions prohibit, the student should record the answer and re-write the correction for reinforcement.

- Cheating will be reduced if the teacher randomly monitors the exercises. Teacher evaluations should be conducted after completion of specific objectives.

- Alternatives To Providing Answers Directly On Material Are:

  ..."Checking Center"--student visits a center to find exercises complete with answers.

  ..."Bulletin Board Bonanza"--Answers are posted on the bulletin board where student checks his work with the pen (colored) of the day. The teacher is able to monitor the students when standing at the board.

  ..."Checkpoint Charlie"--One student is assigned to check the activities for a particular period.

  ..."Desk Check"--Exercise answers are located on the teacher's desk--so indirectly the teacher can check to see if the student is completing the exercises.

Wheels

WHEEL GAMES. . .

...circular shape

...small size

...easy storage

...connected parts

...manipulative format

...appealing design

TIPS. . .

...make larger wheels for younger children

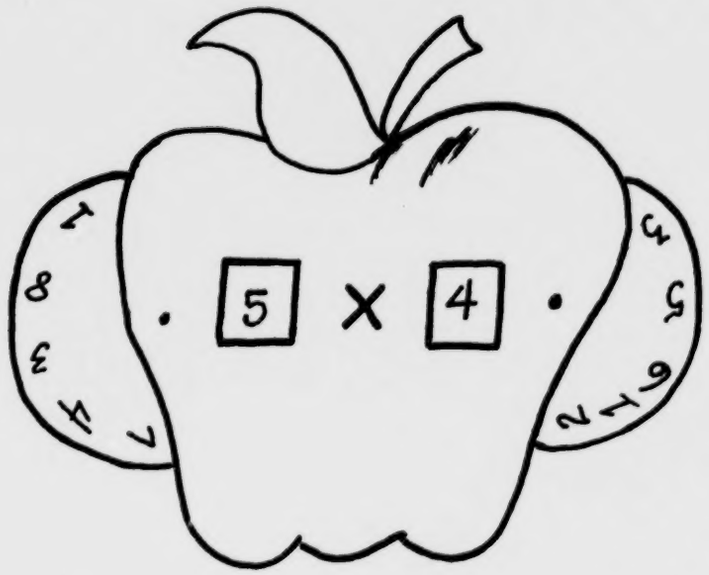
...laminate or contact each wheel part separately

...use real life picture (maps, menus, checks, etc.) for decoration

...use hole puncher for holes

...punch holes last

...section off circle with protractor



TITLE: Multiplication Apple

SUBJECT: Math

GRADE LEVEL: Primary/Intermediate

MATERIALS: Red and white tag board, fasteners, marking pens, contact/ laminating paper

DIRECTIONS:
1) Flip the wheel on the left.
2) Flip the wheel on the right.
3) Multiply the numbers shown in the windows together.
4) Record your answer.
5) Check your answers.

VARIATIONS:
1) Addition/Subtraction
2) Money
3) Sight Words

To Make Apple Wheels:

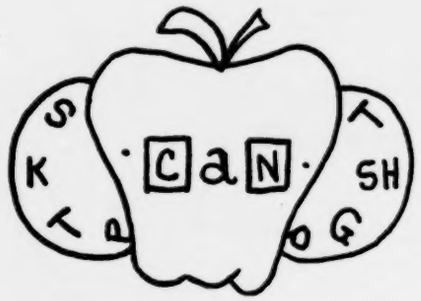
1) Cut apple shape about 11½" in diameter and cut 2 rectangular windows 1" x 2" in the apple.

2) Between the two windows, place a letter or mathematical sign to be used in the game.

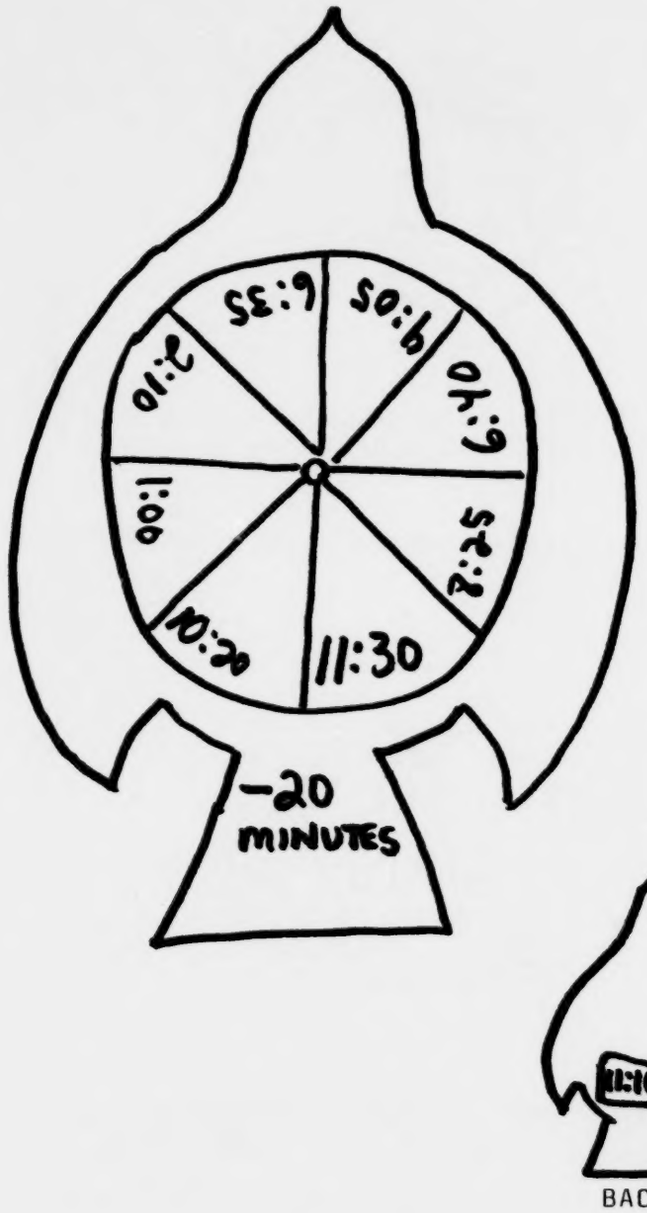
3) Cut two wheels each with a 7⅛" diameter.

4) With fasteners, attach the wheels to the apple.

5) To insure correct position, write letters and numbers on the wheels after assembling the parts.



6) Disassemble all parts and laminate.



BACK

TITLE: Bird of Time

SUBJECT: Math/Telling Time

GRADE LEVEL: Intermediate

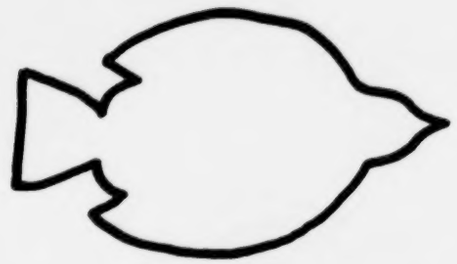
MATERIALS: Tag board, marking pens, fastener, scissors, ruler

DIRECTIONS:
1) Look at the time in the wedge.
2) Subtract 20 minutes from the time in the wedge.
3) Write your answer on a separate sheet of paper.
4) Turn the bird over, check your answer.
5) Turn the wheel to the next wedge.

VARIATIONS:
1) Addition
2) Multiplication
3) Matching Sets to Numbers
4) Initial consonants

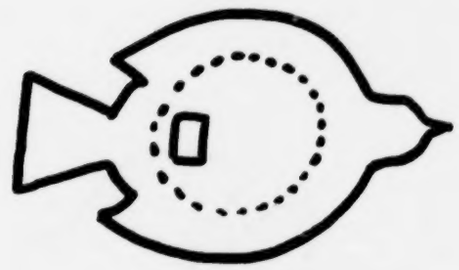
To Make a "Bird Wheel"

1) Cut a bird pattern from cardboard.



2) Cut a circle to fit inside the wing.

3) Divide the circle into 8 wedges.



4) Cut a window in the bird behind the circle.

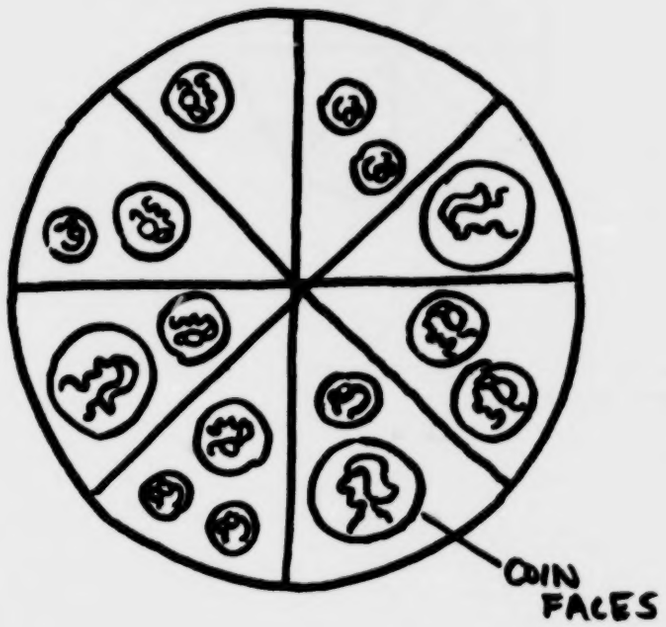
5) Punch a hole in the center of the circle and the bird.

7) Place one question in each wedge of the circle.

9) Record the answer in the window on the back of the bird.

6) Attach the bird and the circle with a brass fastener.

8) Record the operation (mathematical) for the activity on the bird's tail.



TITLE: Clothespin Match

SUBJECT: Math

GRADE LEVEL: Primary

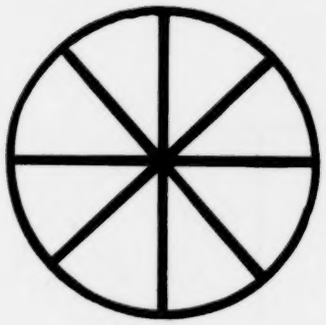
MATERIALS: Tagboard, marking pens, ruler, money stamps, clothespins (clip type)

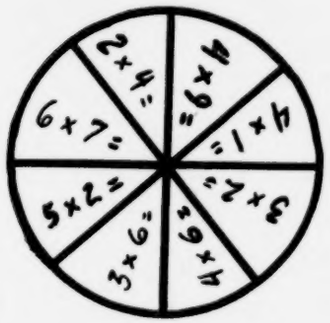
DIRECTIONS:
1) Lay out all the clothespins.
2) Total the amount in each wedge.
3) Find the clothespin with the correct amount.
4) Attach to wheel.
5) Play until all clothespins are used.
6) Turn over wheel--check your answers.

VARIATIONS:
1) Multiplication
2) Survival signs
3) Alphabet recognition
4) Synonyms

To Make Clothespin Wheel:

1) Cut one circle the size of a salad plate and section the circle into wedges--back and front.

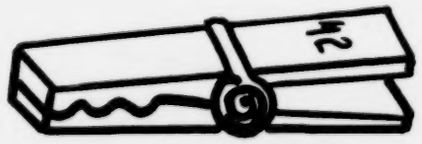




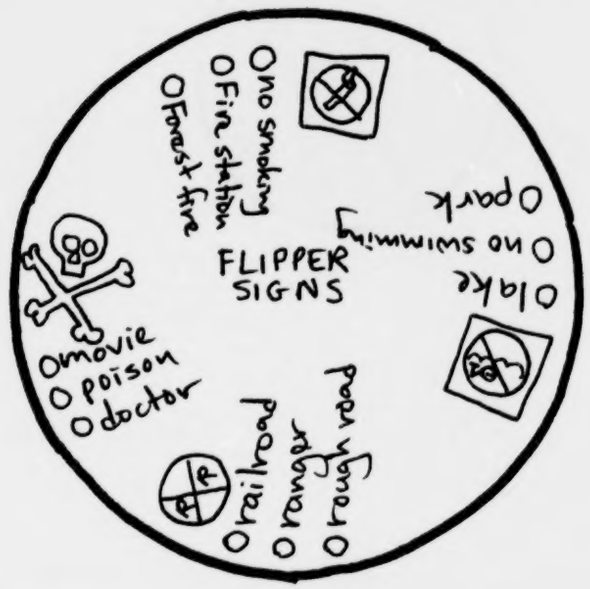
2) Place one question in each wedge.

3) Print each answer on the back behind each question.

4) Record one answer on the back and front of each clothespin.



5) Laminate/contact the wheel.



TITLE: Flipper Signs

SUBJECT: Survival

GRADE LEVEL: Secondary

MATERIALS: Tagboard, road sign pictures and/or survival signs, hole punch, marking pens, contact/laminating paper

DIRECTIONS:

1) Read the question.
2) Poke your pencil through the hole beside the correct answer.
3) FLIP the board over to check your answer.

VARIATIONS:

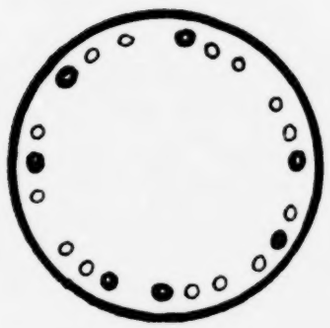
1) Matching Pictures to Beginning Sounds
2) Selecting Detail Question Words
3) Measurement Abbreviations

To Make Flipper Wheel:

1) Cut a cardboard wheel the size of a dinner plate.

2) In the center of the wheel, write "FLIPPER" and the directions for using.

3) Write your questions all around the wheel with three multiple choice answers under each.



4) Punch one hole on the outer edge beside each of the multiple choice answers.

5) On the back, color-code the outline of the punched hole beside the correct answer.

6) Contact/laminate, punching out the holes again.

TITLE: Spin A Story

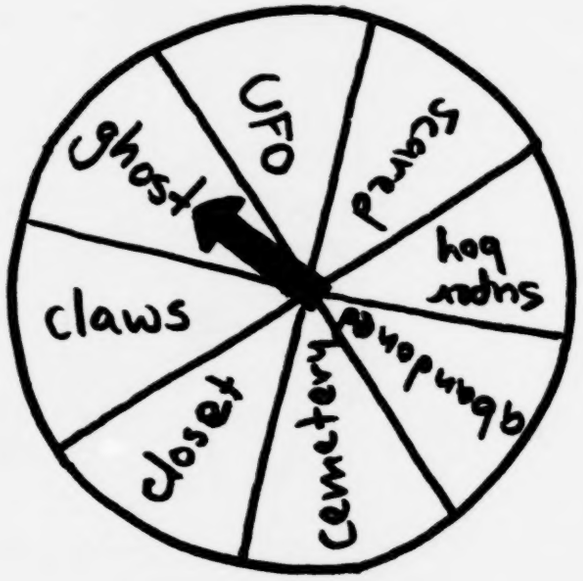
SUBJECT: Creative Writing

GRADE LEVEL: Across the board

MATERIALS: Tag board, marking pens, fasteners, hole punch and laminating or contact paper

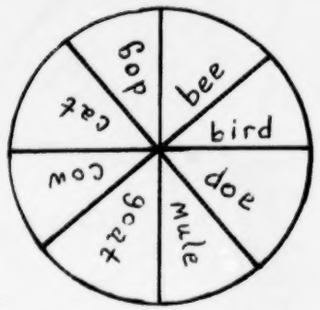
DIRECTIONS:
1) Spin each spinner
2) Write a story using the three words

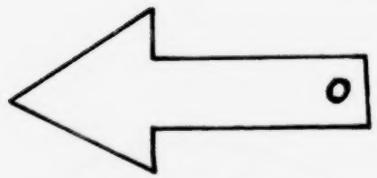
VARIATIONS:
1) Sentence Writing
2) Single column addition



To Make Spinning Wheels:

1) Cut 3 wheels 8 inches in diameter, divide the wheels into 8 pie-shaped wedges, and place game information in each wedge (numbers, pictures, etc.).



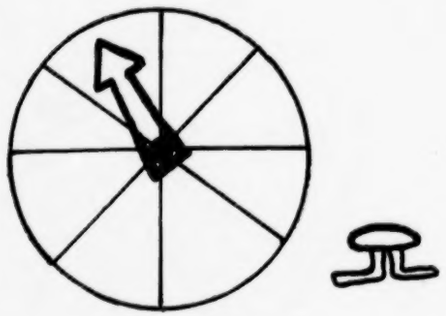


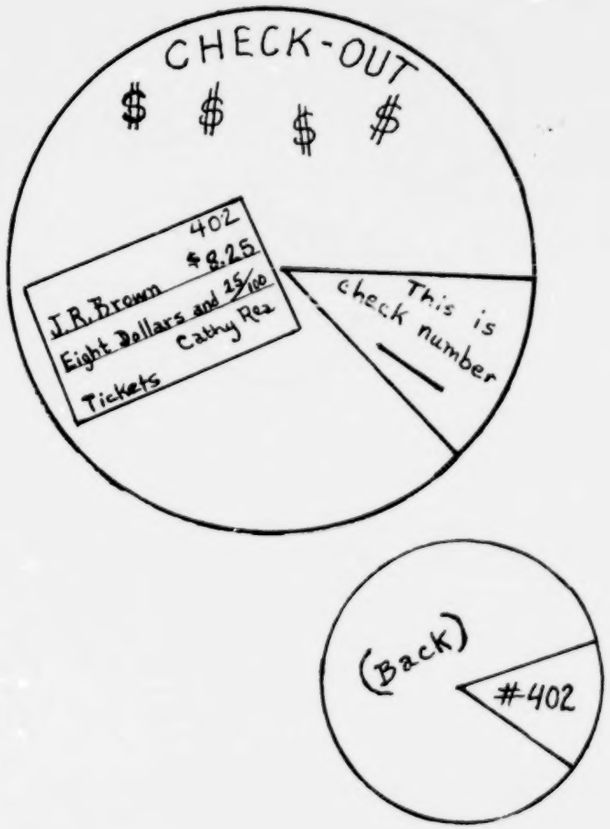
2) Cut 3 arrows to use as spinners.

3) Punch a hole in the end of each arrow.

4) Punch a hole in the center of each wheel.

5) With fasteners, attach spinners to wheels.





TITLE: Check Out

SUBJECT: Survival Math

GRADE LEVEL: Secondary

MATERIALS: Poster board, marking pens, check, glue, brass fasteners, hole punch, and contact or laminating paper.

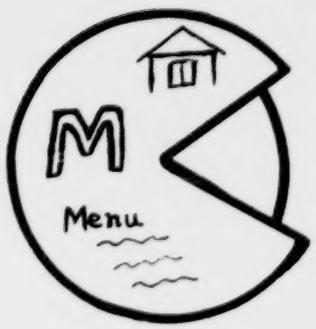
DIRECTIONS:
1) Read the question in the wedge.
2) Record your answer on a separate sheet of paper.
3) Turn the wheel over to check your answer.
4) Advance to the next question.

VARIATIONS:
1) Map Reading
2) Telling Time
3) Letter writing
4) Menu reading

To Make a Pizza Wheel:

1) Cut 3 wheels, two the size of a dinner plate and one slightly smaller.

2) Cut wedges from the two larger wheels.



3) Decorate one large wheel with information needed to answer questions found on the smaller wheel.

4) Section smaller wheel into wedges--back and front--and place one question in each wedge which relates to the information found on the larger wheel.

5) Write the correct answer on the back of the smaller wheel directly behind the question.

6) Punch holes in all 3 wheels.

7) Glue or tape the two outer wheels together to make stationary.

8) Laminate each piece and attach with brass fastener.

CENTERFOLDS

THE CENTERFOLD ...

... compact, easily stored, "self-contained"

... easy to make out of two adjacent sides of a card board box

... easy to use as an independent learning center or as one activity to be selected from a menu of tasks

... useful to get into learning centers because they are so easy to make and set up

CENTERFOLDS ARE ...

... effective with secondary (7-12) students

... versatile because they can be reprogrammed and reprogrammed

... useful in classes with a range of achievement levels

ALMOST ANY IDEA CAN BE CONVERTED TO A CENTERFOLD:

... Bummers (Don't you just hate it when ...)
Pick a "Bummer" from the cards below and write five sentences (or a paragraph) explaining why that particular situation is so upsetting.

Write a "Bummer" of your own to add to the collection.

... Pick a State
Select a state from the envelope and explore it with the help of the study sheet.

... "The Fonz" Story Starters

... Walking Through The Yellow Pages (writing ads)

... A Conversation with the Talking Cereal -- and Other Foods
(What do grocery packages have to tell us?)

... Understanding "Peanuts" (Featuring Charles Schulz and the Peanuts Gang)

... Fractured Fractions

... Mathematical Brain Teasers

... Roots -- Exploring your family tree

... "And Now, This Announcement" (Writing public service announcements as given on the radio)

... Crazy Captions (Write a caption or a quotation for 10 of the pictures on the pocket.)

... Where The Action Is (activities featuring verbs)

TITLE: F B I*

* Finding Bizarre Information

SUBJECT: Language Arts

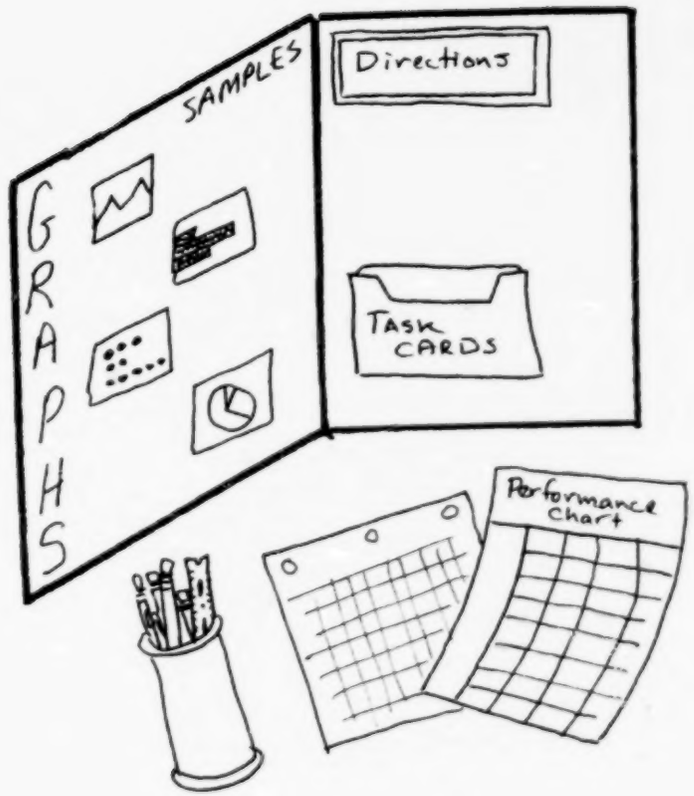
GRADE LEVEL: 7-12

MATERIALS: Centerfold
Skillsheets
Specific book (i.e. a thesaurus, an atlas, a book of records, a magazine, a newspaper, a map)

DIRECTIONS:
1. Using this week's "Bizarre Information" book, find answers to the questions on this week's study sheet.
2. Using the information gleaned from the study sheet, write a one paragraph paper summarizing your findings for the F.B.I.* files.
3. Have two other "agents" (classmates) check over your work for errors in spelling, punctuation, grammar, and style. Have them sign your rough draft to verify their comments on your work.
4. Recopy your report in ink, correcting all errors, and turn in to the F.B.I.* chief (teacher) for final evaluation.

SAMPLE QUESTIONS:
1. How is it that blue and pink came to be associated with boy and girl babies?

2. In 1883 what strange event caused the world to see a blue moon for several weeks?



TITLE: Graphs

SUBJECT: Math

GRADE LEVEL: 4-12

MATERIALS: Centerfold, Task Cards, Pencils, Rulers, Graph Paper, Performance Chart

DIRECTIONS:
1. Choose a task card.
2. Follow the directions on it.
3. Collect the data.
4. Using the graph paper make a graph showing your findings. (You must use each type of graph at least twice.)
5. Have another check your work.
6. Turn your work in for my initials.
7. Mark your progress on the chart.
8. Choose three graphs and make a short talk to the class about your discoveries.

SAMPLE QUESTIONS:
1. Ask 14 people which season they like best. Record the results and graph them. Show the teacher.
2. Ask 20 people what kind of shelter they live in (house, trailer, apartment). Record results, graph them, and show the teacher.

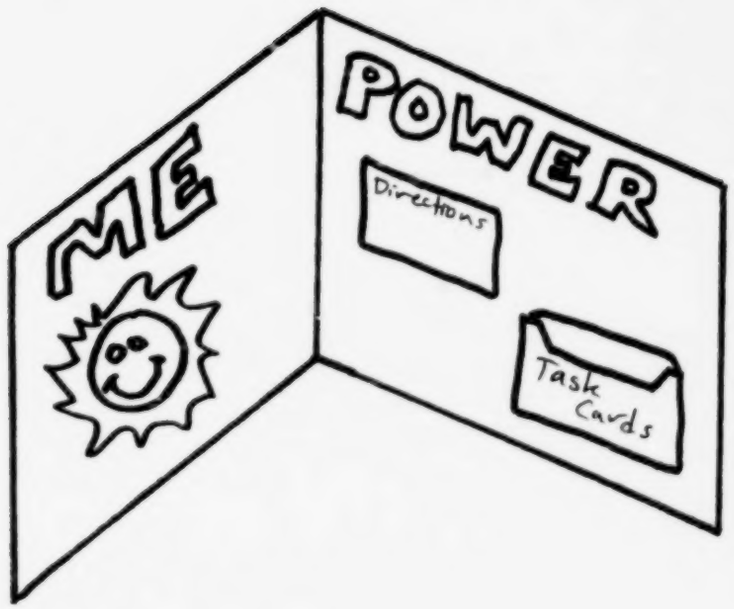
TITLE: Me Power

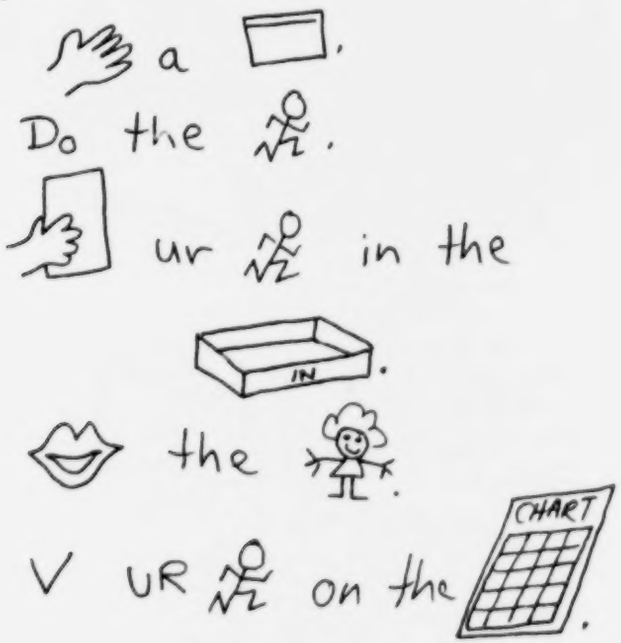
SUBJECT: Self-Concept

GRADE LEVEL: K-12

MATERIALS: Centerfold
Task Cards

DIRECTIONS: *



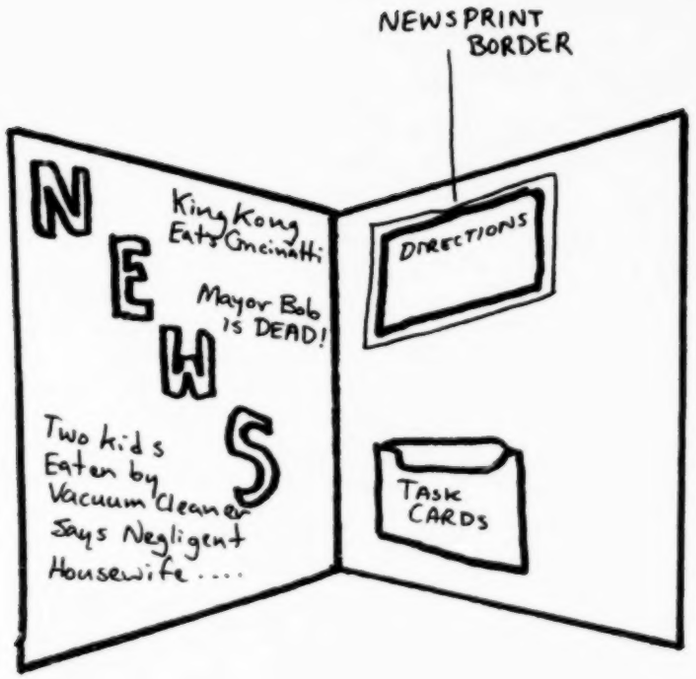


SAMPLE QUESTIONS:

1. Look in the mirror. Study your face. Draw your picture or write a description of your face.

2. Pick a "secret pal". Leave him or her small gifts of nice notes.

* Symbol taken from Using Learning Centers With Not-Yet Readers.



TITLE: News

SUBJECT: Reading/Language Arts

GRADE LEVEL: 4-12

MATERIALS: Centerfold, Newspaper, Task Cards, Manilla Folder

DIRECTIONS: Use your "nose for news" to complete these tasks.

1) Take a manilla folder and decorate your NEWSPAPER ACTIVITY FOLDER. Put your name on it too.

2) Choose a task card to complete.

3) Have two classmates check your work.

4) Record your completed work on the class chart.

5) Place your work in your newspaper folder.

6) Choose another task card.

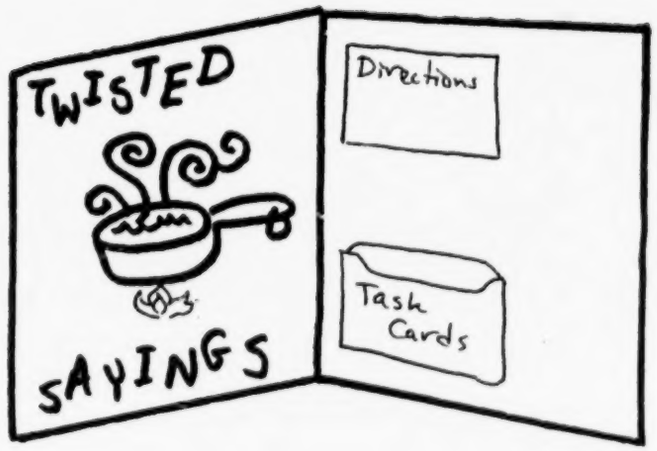
SAMPLE QUESTIONS:

1. Choose a newspaper article. Cut it out and paste it on white paper. Find and circle the 5 W's: Who, What, Where, When, Why (or How).

2. Make a graph which shows:

   ... the percentage of local, national, and international news stories on page one (circle graph).

   ... the number of pages in each section of the newspaper (bargraph).



TITLE: Twisted Sayings

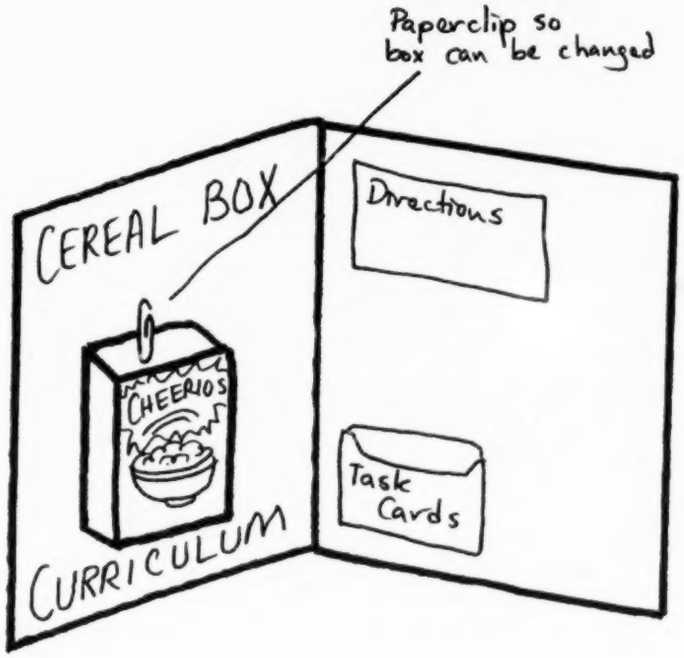
SUBJECT: Language Arts

GRADE LEVEL: 4-12

MATERIALS: Dictionary
Thesaurus
Pencils or pens
Drawing paper
Crayons or magic markers

DIRECTIONS:
1. Pick a saying from the pocket below.
2. Change as many words as you can so it means the same thing but sounds very different. Use the thesaurus and the dictionary to help you.
3. Write your saying on drawing paper, illustrate it, and color it.

SAMPLE QUESTIONS:
1. A watched pot never boils. (A cooking receptacle kept under close surveillance will not attain a temperature of 100°C.)
2. You can't teach an old dog new tricks.



TITLE: Cereal Box Curriculum

SUBJECT: All

GRADE LEVEL: 4-12

MATERIALS: Centerfold
Task Cards
Cereal Box (or some similar container)

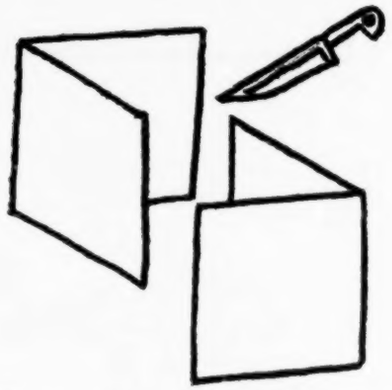
DIRECTIONS: Do the following with an empty cereal box.

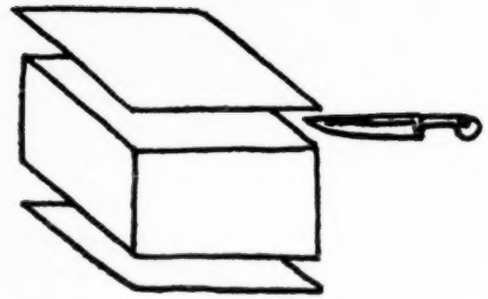
SAMPLE QUESTIONS:

1. Record the price. Write it in expanded notation.
2. Calculate the price of the unit weight.
3. Total all the numbers on the package.
4. Locate the date of expiration. Figure the difference between that and today's date.

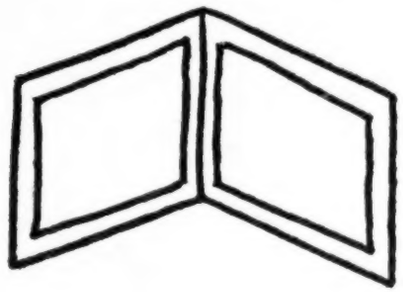
TO MAKE A CENTERFOLD:

1) Cut off the top & bottom of a cardboard box.





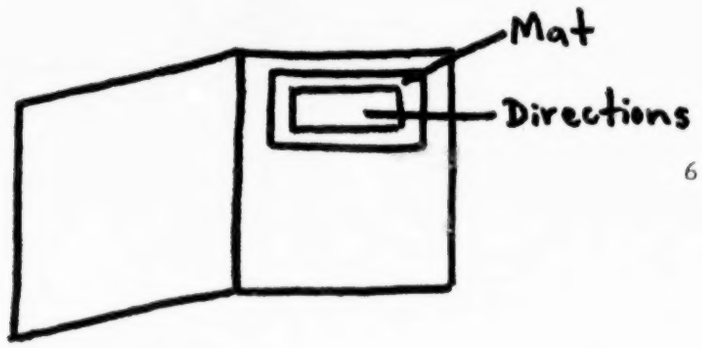
2) Split the box in two by cutting down opposite sides.

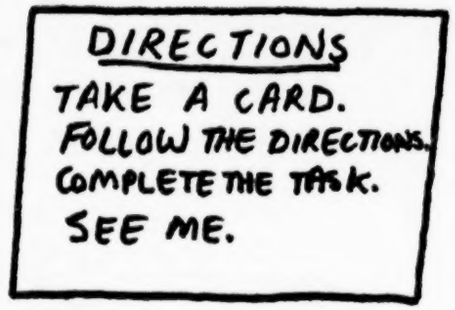


3) Cover the centerfold with solid contact paper, leaving a border of around two inches.

4) Place a catchy title, pictures and/or examples of the task on the left side of the centerfold.

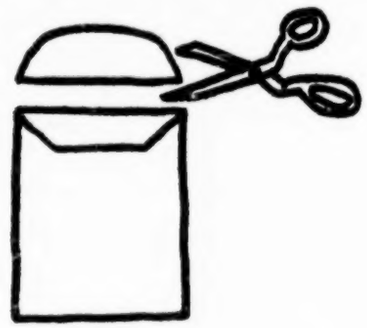
5) Write global directions that can be used with interchangeable task cards or skill sheets.

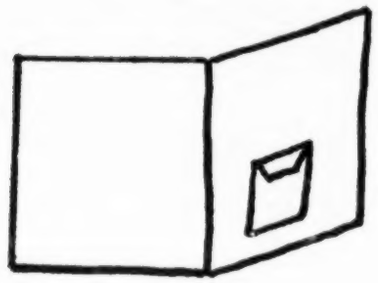




6) Glue the directions on the top of the right side. Use a mat for contrast.

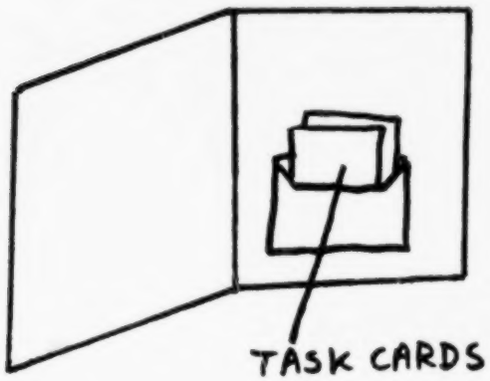
7) Cut the flap off a large manilla envelope and trim off a portion of the top.

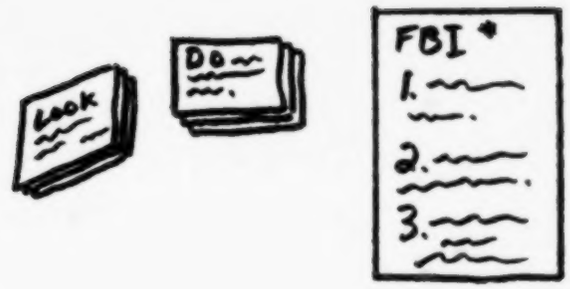




8) Glue the envelope to the bottom right side.

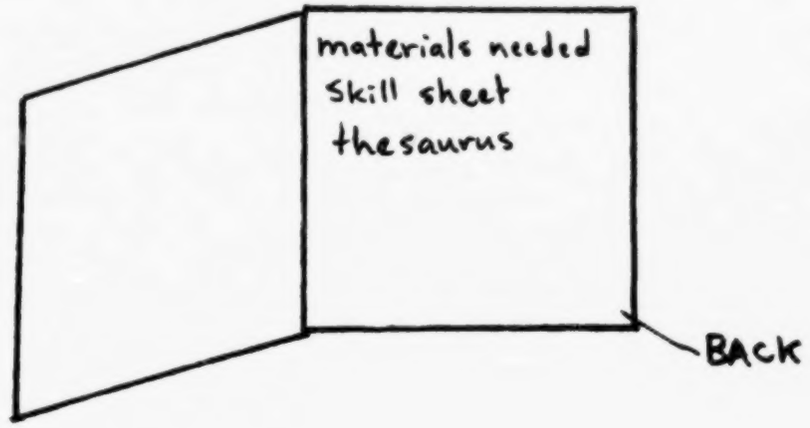
9) Make individual skill sheets and/or task cards to use in the centerfold.



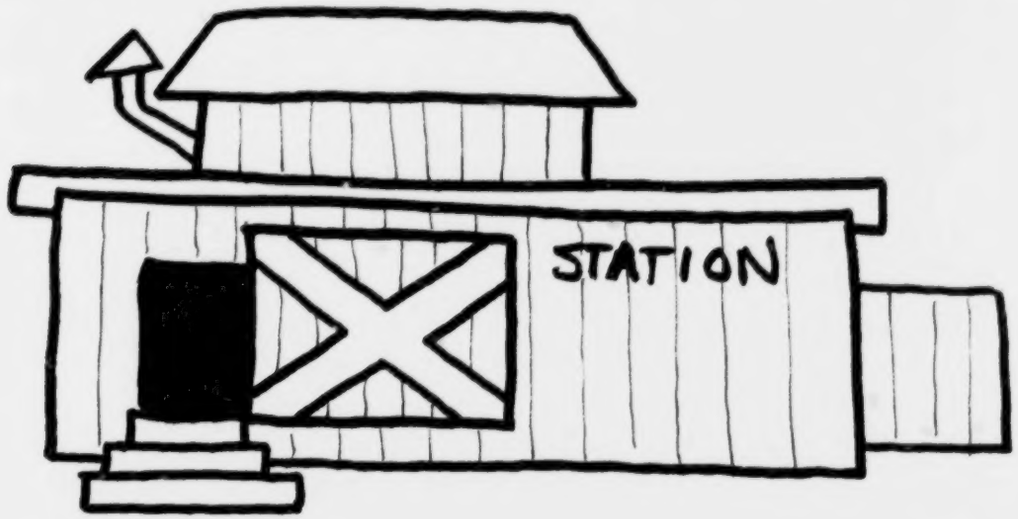


10) Place the task card or skill sheet in the envelope.

11) Write the materials necessary for use in the centerfold on the back for easy reference.



File Folders



FILE FOLDER ACTIVITIES ...

... any game or activity totally contained within a file folder

... an alternative to paper/pencil tasks

FILE FOLDER ACTIVITIES ARE ...

... compact

... easily stored

... motivating

... manipulative

... reuseable

... self-checking

FILE FOLDER ACTIVITIES ...

... can be adapted for use with any grade level

... can be used with almost any subject content

... can be constructed in a variety of formats

ALMOST ANY BASIC GAME FORMAT CAN BE CONVERTED TO A FILE FOLDER ACTIVITY ...

... Battle

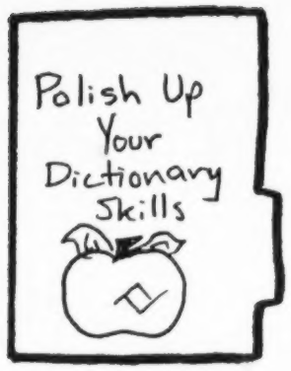
... Go Fishing

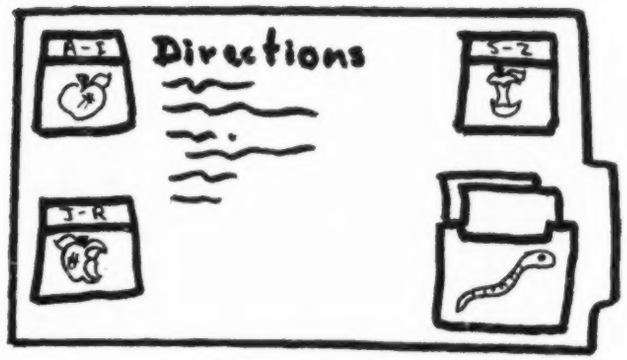
... Checkers

... Tic Tac Toe

... Concentration

... Bingo





TITLE: Polish Up Your Dictionary Skills

SUBJECT: Reading/Language Arts

GRADE LEVEL: 4-12

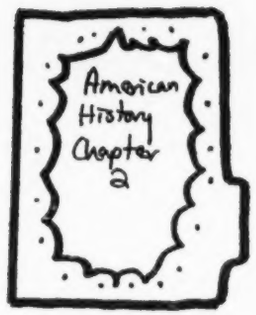
MATERIALS:
Small File Cards
File Folder
Four Library Pockets

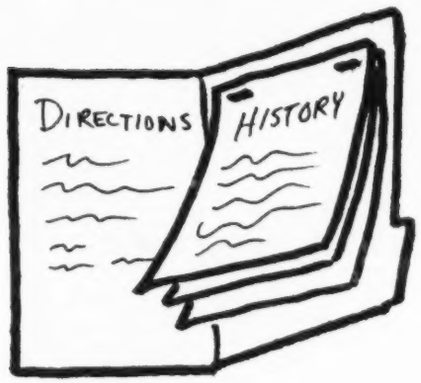
CONSTRUCTION:
1. Decorate cover.
2. Decorate library pockets and paste inside file folder.
3. Make wiggly worm word cards.

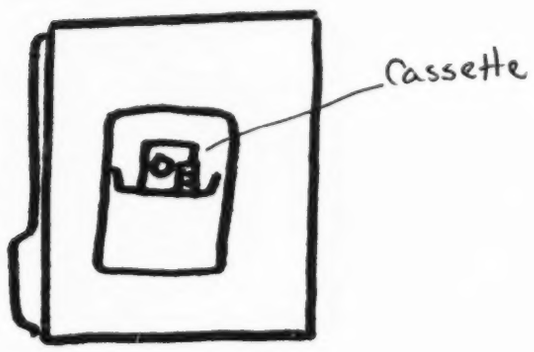
DIRECTIONS:
1. Look at the beginning of each word.
2. Which letters are near the beginning, middle, or end of the dictionary?
3. Put the wiggly worms in the proper pockets.

SAMPLE WORDS:

bandanna	cheerful
also	trouble
magic	king







TITLE: Color-Coded Social Studies

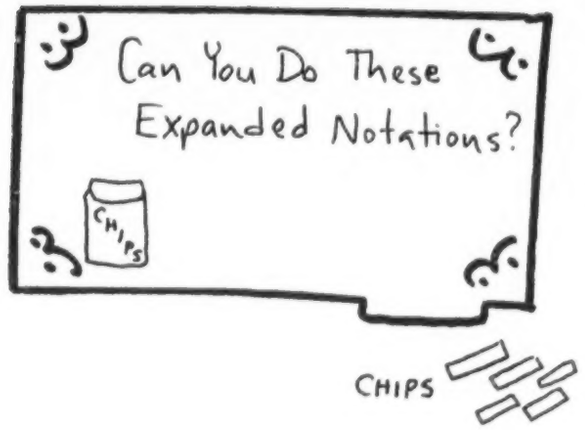
SUBJECT: Any Subject

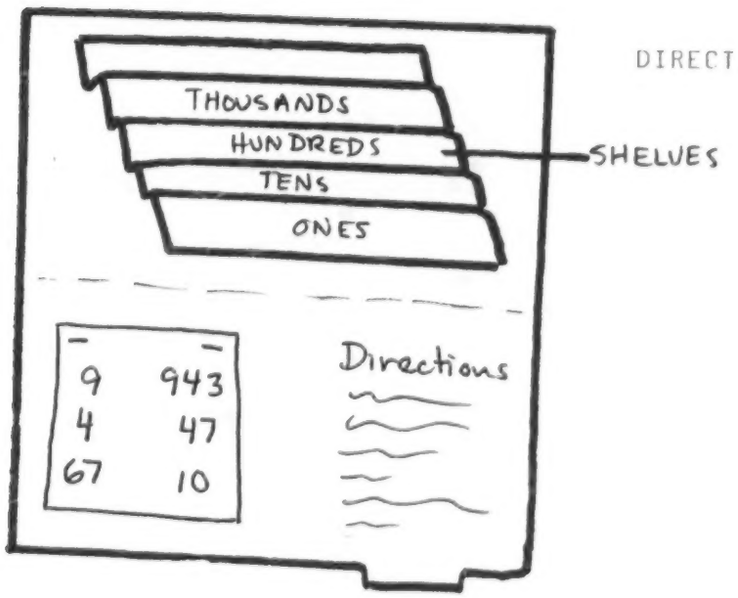
GRADE LEVEL: 4-12

CONSTRUCTION:
1. Use an exacto knife to cut sections or chapters out of text books.
2. Staple the textbook pages to the inside right side of a file folder.
3. Using highlighter magic markers, mark important ideas in yellow, vocabulary words in red, and important people in green.

DIRECTIONS:
1. Read the section marked in yellow.
2. Be able to define the words marked in red.
3. Be able to identify the people marked in green.
4. Study questions are only taken from the color-coded sections.

VARIATIONS:
1. Record only the portions of the text which are marked with a yellow highlighter.
2. Store the cassette in a library pocket on the back of the file folder.





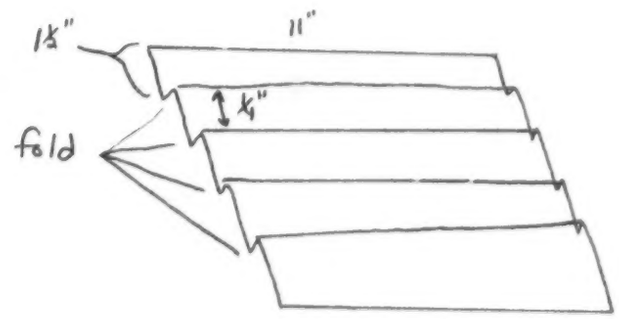
TITLE: Expanded Notations

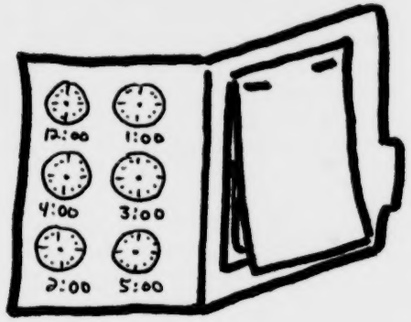
SUBJECT: Math

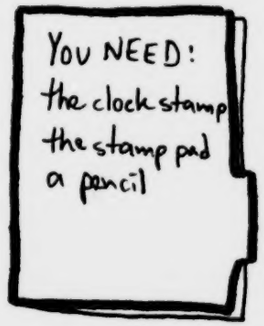
GRADE LEVEL: 4-12

CONSTRUCTION:
1. Glue a library pocket to the front of the file folder.
2. Cut small "chips" out of colored paper.
3. Make four "shelves" by folding a sheet of paper as shown.
4. Laminate the file folder and slit the "shelves" open.
5. Staple sheets with numbers on them to show in expanded notation.

DIRECTIONS:
1. Work in pairs.
2. Read each number on the sheet.
3. Show that number in expanded notation by placing the proper number of chips in the proper pocket.
4. Let your partner check your work.
5. Do the next number.







TITLE: What Time Is It?

SUBJECT: Math

GRADE LEVEL: K-12

MATERIALS:
File folder
Notebook paper
Clock stamp
Stamp pad

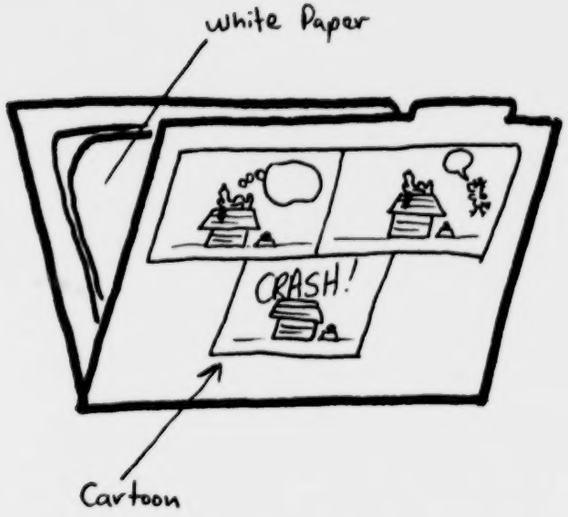
CONSTRUCTION:
1. Decorate the cover.
2. Stamp six to eight clock faces on the left hand side of the folder.
3. Write the times under each clock face or draw in the hands on each clock.
4. Attach notebook paper to the right hand side of the folder.
5. On the back, note that a clock stamp and stamp pad are necessary to complete the activity.

DIRECTIONS:
1. Stamp six or eight clocks on the notebook paper.
2. Draw in the hands for the times shown.

VARIATIONS:
Draw clock faces on a ditto sheet and use that in place of notebook paper when a clock stamp and ink pad are not available.

SAMPLES:
on the hour
on the half hour
fifteen after the hour
fifteen until the hour
five minute intervals

best copy available



TITLE: Cartoon Composition

SUBJECT: Language Arts

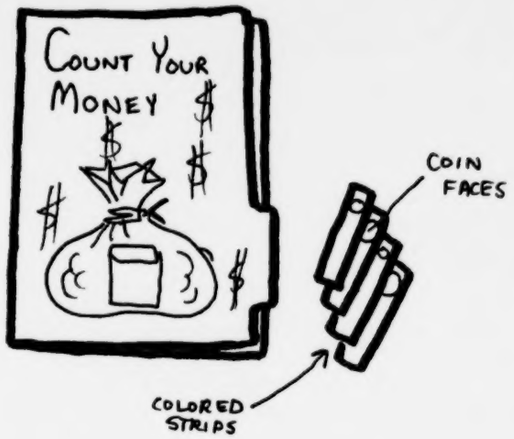
GRADE LEVEL: 4-12

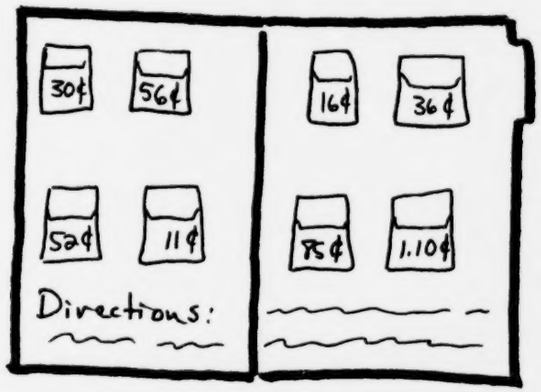
MATERIALS: White paper
File folder
Cartoon

CONSTRUCTION:
1. Glue a cartoon to the front of the file folder.
2. Using an exacto knife, cut out the "conversation" balloons in each frame.
3. Laminate the folder.
4. Slip a sheet of white paper inside the folder.

DIRECTIONS: Write the conversation for this cartoon*.

*"Peanuts" is an excellent cartoon to use.





TITLE: Count Your Money

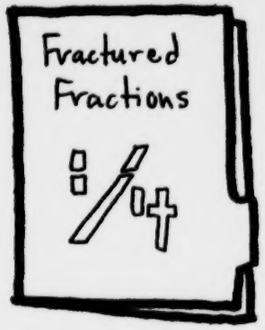
SUBJECT: Math

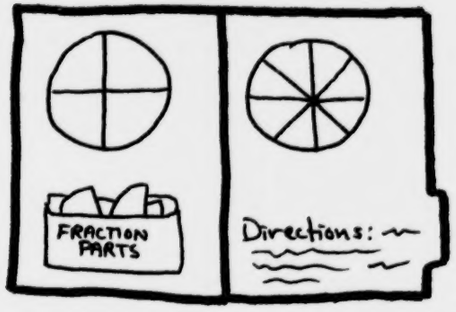
GRADE LEVEL: K-12

MATERIALS:
File Folder
Library pockets
Coin stamps
Ink pad
red, brown, blue, purple, and green construction paper

CONSTRUCTION:
1. Decorate the front of the folder with the title and a money bag.
2. Glue the library pocket on the money bag to store coin strips.
3. Inside the file folder, write the directions.
4. Then glue eight library pockets on the inside of the file folder.
5. Write amounts on each library pocket as shown.
6. Stamp pennies on red construction paper, nickles on brown, dimes on blue, quarters on purple, and half dollars on green.
7. Cut the pages into strips (1"x4") with a coin face on each.

DIRECTIONS: Using only three coinstrips, make the right change equal the amount on the pocket.





TITLE: Fractured Fractions

SUBJECT: Math

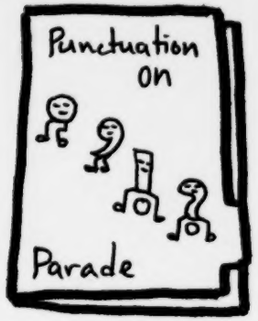
GRADE LEVEL: 4-12

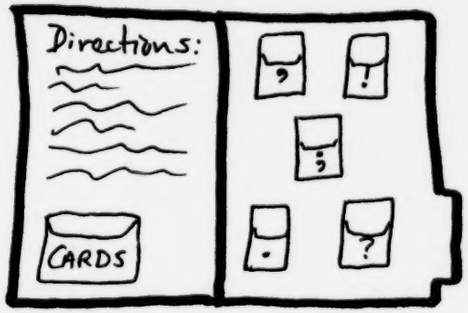
MATERIALS:
File folder
Storage pocket
Circles to divide into fractional parts.

CONSTRUCTION:
1. Decorate the front of the file folder.
2. Draw two circles inside the file folder.
3. Divide one circle into fourths and the other into eights.
4. Draw additional circles and cut them into various fractional parts.
5. Make a pocket to store the fractional parts.

DIRECTIONS:
1. Take the fractional parts from the pocket.
2. Lay each one on one of the circles.
3. Write the fraction on your paper.
4. Reduce the fraction to the lowest common denominator (i.e. 2/4 = 1/2)

VARIATIONS:
Divide the circles into other fractional parts.





TITLE: Punctuation Review

SUBJECT: Language Arts

GRADE LEVEL: 4-12

MATERIALS:
File folder
Six library pockets
Index cards

CONSTRUCTION:
1. Draw a comma, exclamation mark, period, apostrophe, and a question mark on each library pocket.
2. Outline the top of each of the five pockets in a different color.
3. Glue the pockets to the inside of the file folder.
4. Write one sentence without punctuation on each of the index cards.
5. Color-code the sentence cards to correspond with the library pockets by drawing two different colored lines on the card. The bottom color matches the pocket color.

DIRECTIONS:
1. Remove the sentence card.
2. Read the card and place it in the correct punctuation pocket.
3. Write the sentences on a sheet of paper with the proper punctuation.
4. Check your work.

Computers

COMPUTERS. . .

...self-checking

...re-useable

...motivating

...compact

...manipulative

...easily stored

COMPUTERS. . .

...can be constructed in a variety of formats

...can be adapted for use with any grade level

...can be used with almost any subject content

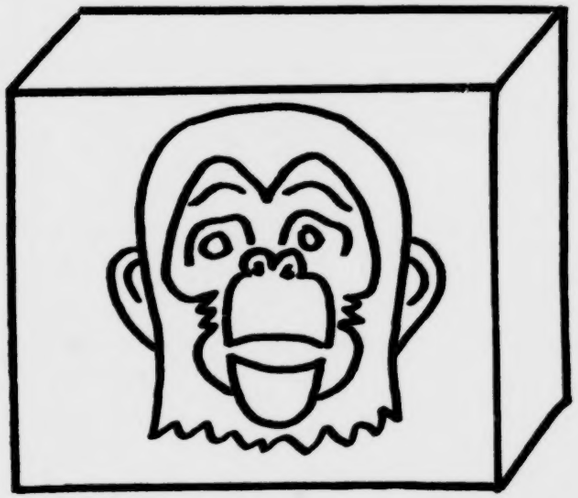
ON THE FOLLOWING PAGES CAN BE FOUND. . .

...a variety of computer formats

...general directions for making each

...a sample

...suggestions for varying content



TITLE: "Feed the Monkey"

SUBJECT: Math--addition combinations

GRADE LEVEL: Primary

MATERIALS: Large box, yellow construction paper, scissors, markers

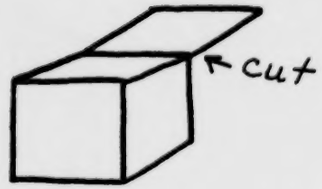
DIRECTIONS:

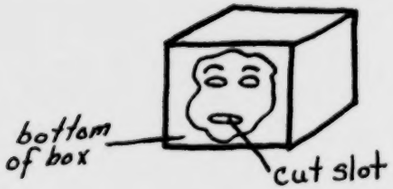
1) One person sits in front of the box facing the monkey. This person takes the answer bananas.
2) A second person sits behind the box and acts as the "monkey". This person has a stack of problem bananas.
3) The "monkey" passes a problem banana through the mouth to the first student.
4) First student figures out the answer and passes his answer banana back through the monkey's mouth.
5) If answer is correct, the monkey eats (keeps) the banana.
6) If answer is incorrect, the monkey spits out the banana signaling that the student should try again until he finds the right answer.
7) As skills increase, children may take turns being "the monkey".

VARIATIONS: Subtraction
Multiplication
Division

How To Make "Feed the Monkey" Computer:

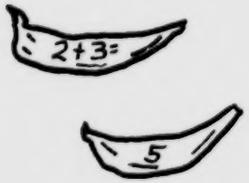
1) Cut off the top of a large box.





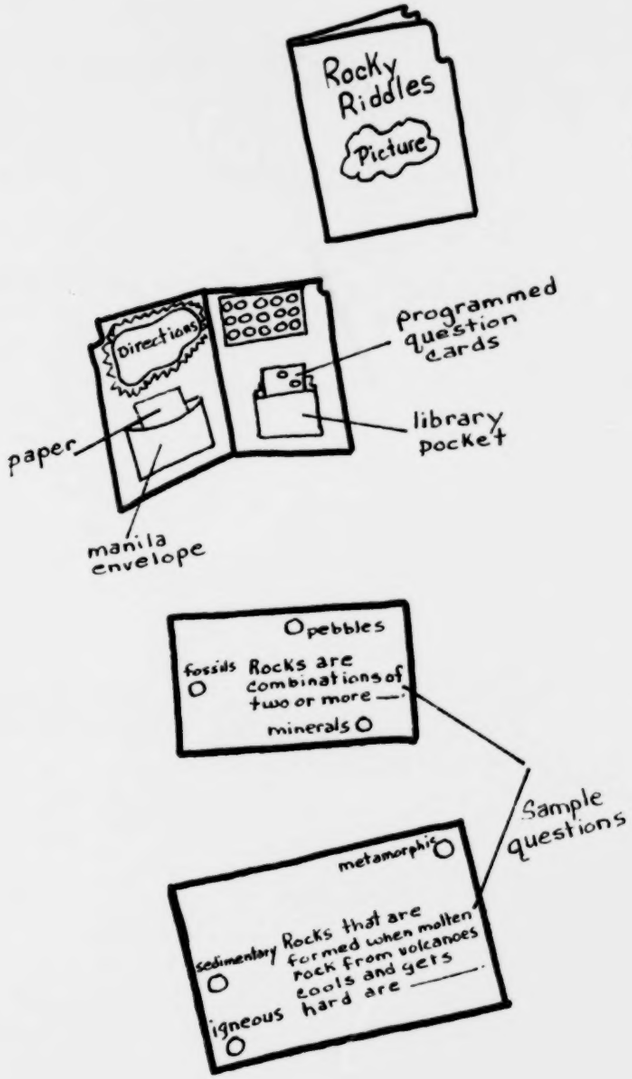
2) Draw a large face of a monkey on the bottom of the box. Cut a slot in the mouth.

3) Cut bananas from yellow construction paper.



4) Write math problems on half of the bananas. Write answers on the other half of the bananas.

5) Laminate bananas if desired. Cover bottom of box with clear contact paper.



TITLE: Rocky Riddles

SUBJECT: Science

GRADE LEVEL: Intermediate

MATERIALS: File folder, color computer answer card, programmed question cards, markers, library pocket, pictures, bottom half of medium manila envelope.

DIRECTIONS:

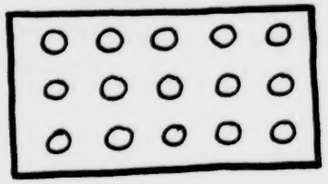
1) Look at a question card.
2) Choose the correct answer.
3) Write your answer on your paper.
4) Place the question card on the color computer.
5) The color of the correct answer will match the color of the dot.
6) If your answer is not correct, draw one line through it. Write the correct answer next to it.

VARIATIONS:

Math practice, all levels
Multiple choice questions
Vocabulary drill, any language
Subject content terminology
Spelling
Survival skills
Literature
Library skills
Map skills

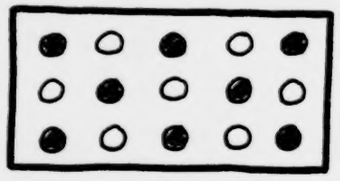
To Make a Color Computer

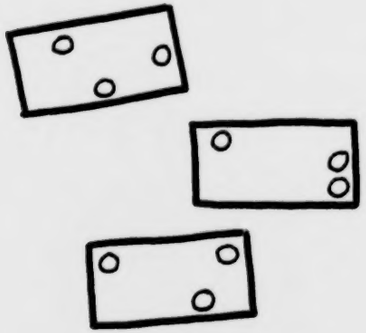
1) Use a 3" x 5" index card to make a color-coded answer card.



2) Make 3 rows of five circles each. (Tracing around a dime.)

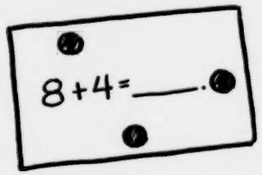
3) Using watercolor markers, fill in each circle with a different color. You may use a color more than once.

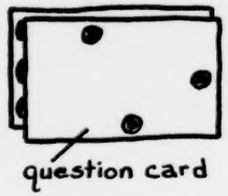




4) Using 3" x 5" index cards, make a set of question cards. Make 3 holes in each blank card with a hole punch making sure that each hole is positioned over one of the colored dots. A variety of patterns may be used to punch the holes. Each punched card has 4 programming possibilities. Try turning the card over and/or around.

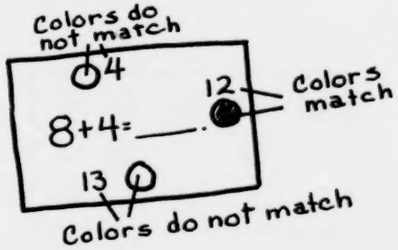
5) Working with 1 card at a time, program the color computer. Position a card over the color-coded card so that 3 different colors show through.





6) Write one problem or question on the blank card with black marker.

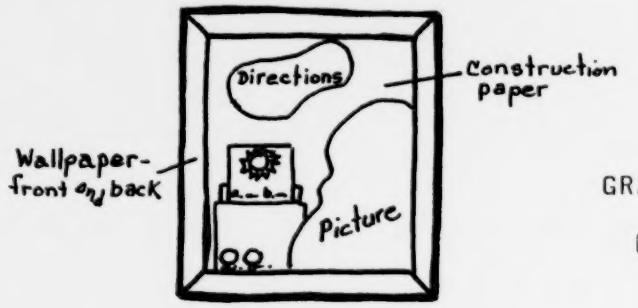
7) Choose three other colors one of which matches one of the visible colored dots.



8) Write 1 answer next to each hole. The correct answer is to be written in the same color as the adjacent hole. The two incorrect answers will not match any of the visible colors.

9) Following the same procedure, program each card in the set.

Adapted from Color Computer Kit by Joyce Kohfeldt.



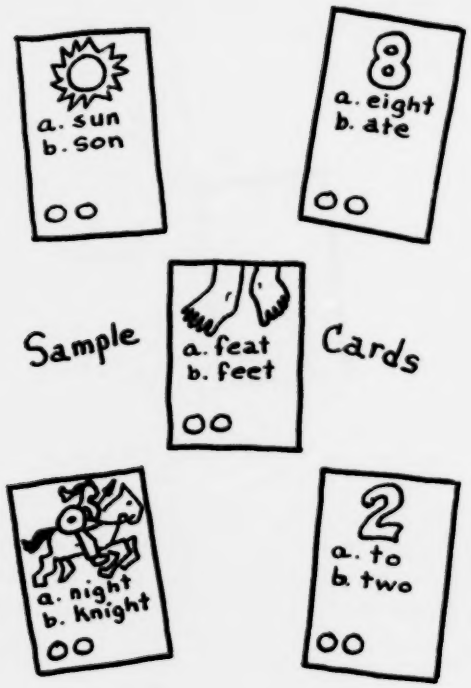
TITLE: Picture This

SUBJECT: Homonyms/Spelling

GRADE LEVEL: Primary

MATERIALS: 7½" x 9" shirt cardboard, 11½" x 13" wallpaper, 6½" x 8" construction paper, library card pocket, 3" x 5" index cards, small pictures for question cards, 1 medium picture, rubber cement, laminating film.

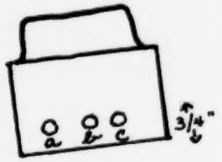
DIRECTIONS:
1) Look at the picture.
2) Choose answer a or b.
3) Put the paper clip in the corresponding hole at the bottom.
4) Pull the card.
5) If it comes out, you are right!
6) If it doesn't, try again.



VARIATIONS:
Pictures/beginning consonants
Homonym pictures/spelling
Pictures/matching blends
Sentence completion/homonyms
Vocabulary/definitions, all content areas
Math computational problems
Comprehension skills
Survival skills

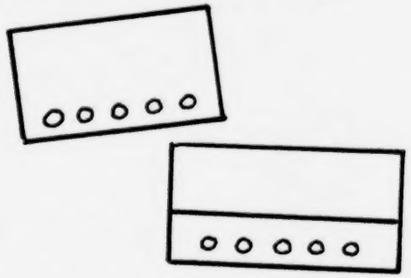
To Make a Mini-computer:

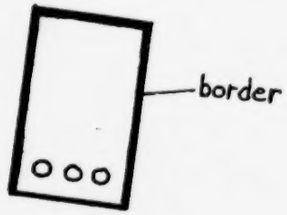
1) All that is needed to make a basic mini-computer is a library card pocket, 3" x 5" index cards, and a hole punch.



2) Punch holes approximately 3/4" above the bottom of the card pocket. Under the holes, write a and b.

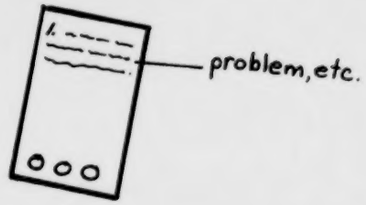
3) Program each index card by punching holes across one of the short ends to correspond with the holes in the pocket. Put a colored border around the edges.

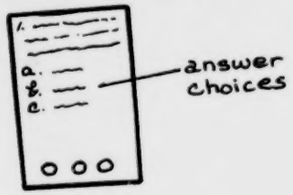




4) Program for more answers by turning index card sideways and making a pocket to fit.

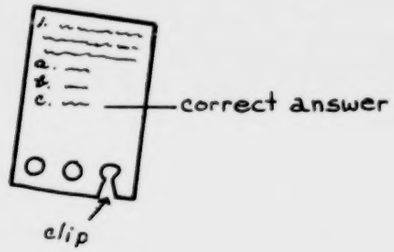
5) Choose a format to be used with this set of cards. Write questions, words, math problems, or completion statements, etc., at the upper end of the card. You may use anything that is appropriate for a multiple choice answer.

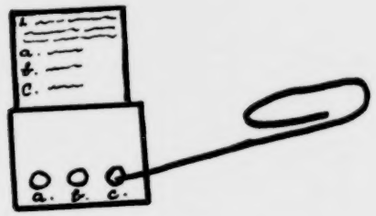




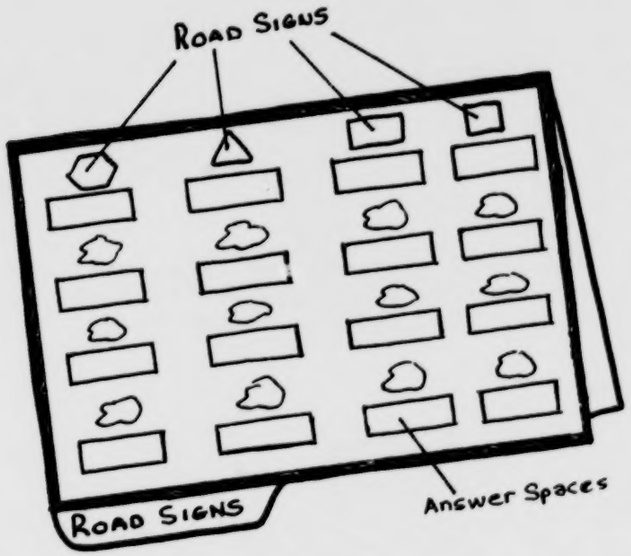
6) List the answer choices below the problem. Be sure that answers can be seen when card is in pocket.

7) Clip from the lower edge to the hole which corresponds to the correct answer. Laminate all cards and pocket.





8) Slide the cards into the pocket. Provide a straightened paper clip with which student selects his answer.



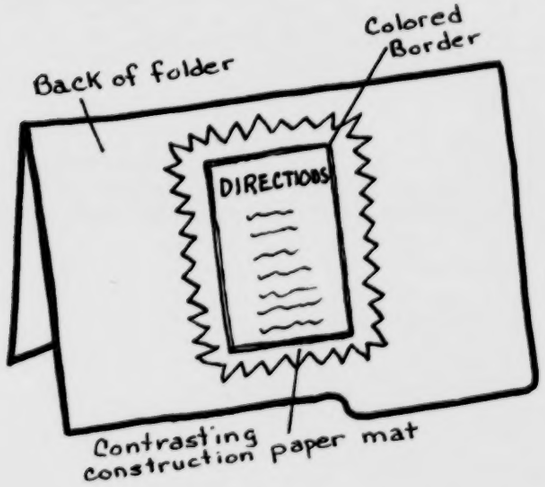
TITLE: Getting Around

SUBJECT: Survival Skills

GRADE LEVEL: Upper Intermediate/Secondary

MATERIALS: As shown in general directions--
Road sign brochure from Highway Department, construction paper

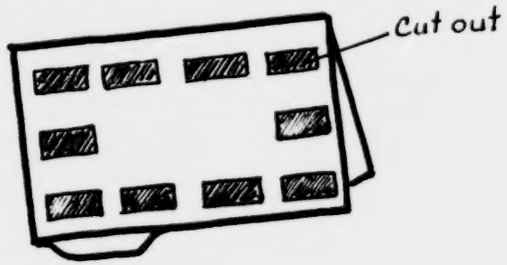
DIRECTIONS:
1) Look at the road sign.
2) In the space below, write the meaning of the sign.
3) Remove your paper.
4) Place the Key so that answers show through the open slots.
5) Check your answers.
6) Draw a line through incorrect answers. Write the correct answer next to it.
7) Give your paper to the teacher.



VARIATIONS:
Antonyms
Synonyms
Rhyming words
Picture/vocabulary
Math practice
Pictures/spelling
Survival sign recognition

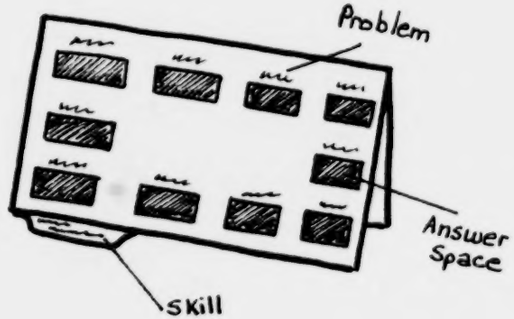
To Make a File Folder Computer

1) Use a letter or legal size file folder.



2) Cut a number of rectangular shapes from the front of the folder.

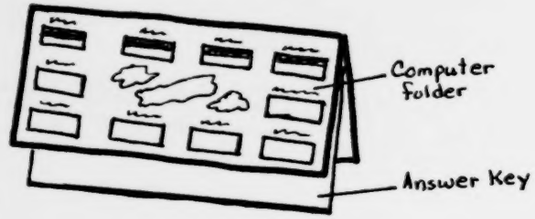
3) Write a problem, word, or glue a picture above each cut-out space.



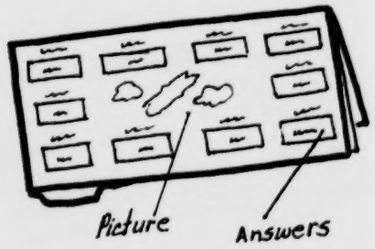
4) On tab, write name of the skill being practiced.

5) Directions may be glued on the front or back. If on back, a picture may be on the front.

6) Make an answer key by cutting another folder across the fold.

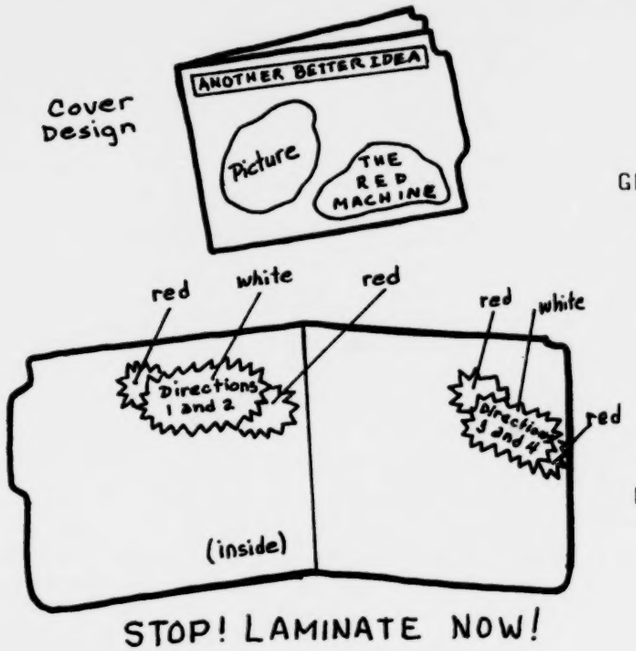


7) Slide one piece into the computer folder.

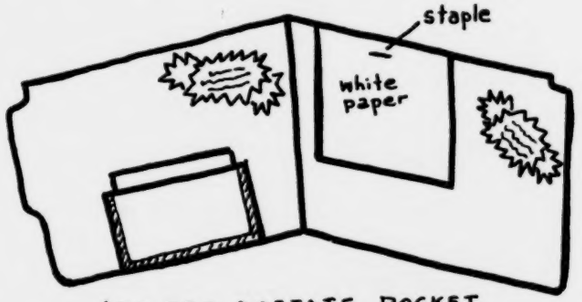


8) Write the answers on the Key. By doing the Key in this manner, it may also be removed and placed in a checking center. Key could also be written on the inside of the back of the folder.

9) Place several sheets of clean paper within the folder but on top of the answer key.



STOP! LAMINATE NOW!



ADD RED ACETATE POCKET and completed cards with additional strips of plastic tape. Staple sheets of white paper to folder.

TITLE: Red Machine

SUBJECT: Social Studies

GRADE LEVEL: Intermediate and up

MATERIALS: 1/2 file folder, scraps of white & red construction paper, 12 - 5" x 5" squares of white paper, mystic plastic tape, a picture of any machine that is red, marker, laminating film, pinking shears, stapler, rubber cement, yellow highlighter pen, red matte-finished acetate.

DIRECTIONS:

1) Read cards one at a time--leaving them in the pocket.
2) Write your answers on a separate sheet of paper.
3) Check your answer by lifting card from red acetate envelope.
4) The correct answer is covered with yellow mark.

Red Machine (Con't.)

VARIATIONS: Math--any level

Vocabulary/definitions

Parts of speech

Survival skills

Picture/beginning sounds
ending sound
vowel sound

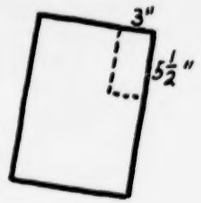
Most subject content

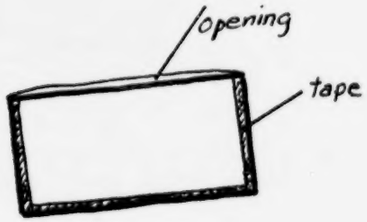
NOTE: Re-program by inserting new sets of cards as skills are mastered.

A red matte-finished report cover supplies enough material for several computers.

To Make A Red Machine:

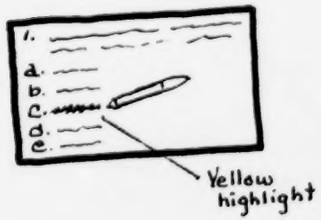
1) Cut 2 pieces of red acetate 5½" x 3".





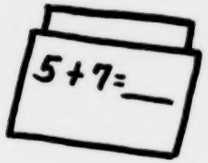
2) Place one on top of the other. Bind one long edge and two short sides with yellow or red Mystic plastic tape 3/4" in width.

3) Using 3" x 5" index cards, write a question or problem on each card. If using multiple choice, write the possible answers below the question.



4) Using a yellow highlighter pen, draw a line through the correct choice of answers.

5) Slip the card into the acetate envelope. The yellow mark disappears, but reappears when removed to give student immediate feedback as to the correctness of his answer.



6) If questions are total recall type, answer may be written in highlighter yellow.

7) Student checks answer(s) by pulling card from pocket.

8) Complete the set of question cards. Insert in pocket. The computer is ready to be used as is or applied to a file folder, or piece of covered cardboard. Note: Apply acetate pocket <u>after</u> folder, etc., is laminated.

Pattern for outer sleeve

TITLE: Magic Answer Machine

SUBJECT: Multiplication Facts

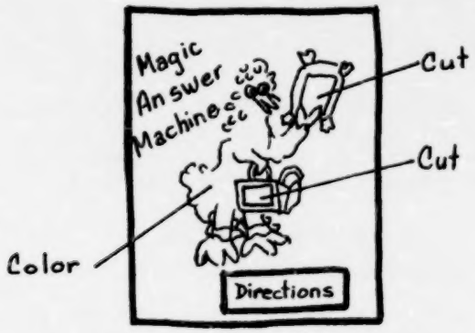
GRADE LEVEL: Multi-level

MATERIALS: Pringles can prepared following general directions, white paper for outer sleeve, markers, clear contact paper, strips of paper 3" x 8"

DIRECTIONS:

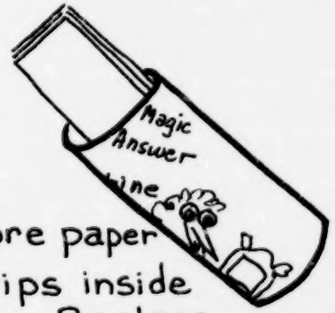
1) Look at the problem.
2) Say the answer.
3) Look at the answer in the second space.
4) If not correct, write the problem and the correct answer on your paper.
5) Turn can to next problem, answer, and check.
6) Repeat until all problems have been answered.
7) Study and learn the problems you missed.

Magic Answer Machine (Con't.)



Cover with Contact.

Apply to can; program.

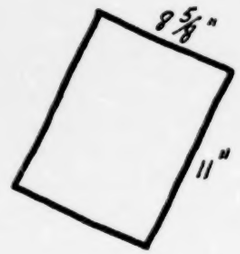


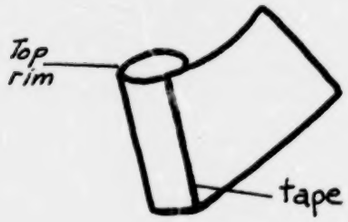
Store paper strips inside can. Replace top.
Watch Kids enjoy!

VARIATIONS:
- Addition facts
- Subtraction
- Division
- Fractions
- Algebraic equations
- Antonyms
- Synonyms
- Contractions
- States/capitols
- Chemistry-Elements/symbols
- Language Vocabulary

To Make A Pringles Can Computer:

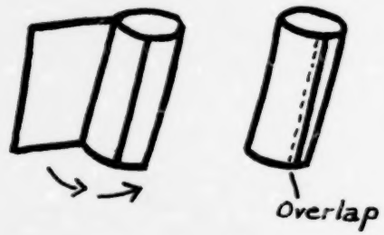
1) Cut 2 sheets of white paper 8 5/8" x 11" (smooth surface). Remove top of Pringles can.





2) Place 1 sheet on top of the other and treat as 1 sheet of paper to prevent writing from showing through. Position it on the Pringles can. Tape across the end of the paper between the two metal rims.

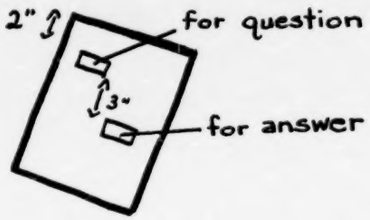
3) Wrap the sheet of paper around the can and over the taped edge.

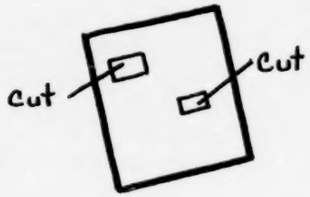


4) Tape this edge securely. Paper should not move.

5) To make the moveable sleeve for the computer, cut another sheet of paper, wall paper, or contact paper 8 5/8" x 11". (do not remove backing)

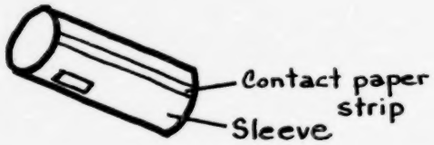
6) About 2 inches from top edge, draw a rectangle 1 1/2" long and 3/4" deep. Draw a second rectangle 3" below the first and toward the middle. When paper is wrapped around can, 2nd space should not be visable when looking at top space.

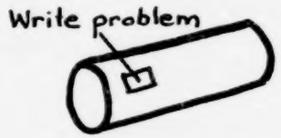




7) Cover sheet with clear contact paper or laminate. Cut out the 2 rectangles.

8) Wrap sleeve around can, overlapping edge. Secure the top edge with a 1¾" wide strip of clear contact. Sleeve should be snug but not too tight.

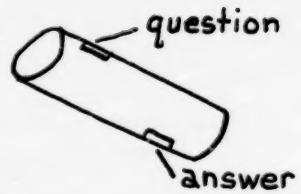




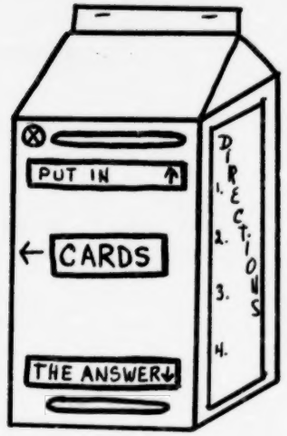
9) Program the computer. Within the top space, write a question or problem on the white paper.

10) Write the answer in the 2nd space.

11) Turn the can within the sleeve until first question and answer are no longer visable. Write second question and answer. Rotate again and continue programming until 1st question and answer reappear.



12) Replace cover and computer is ready to use.



TITLE: Milk Carton Computer

SUBJECT: Reading/Fantasy and Reality

GRADE LEVEL: Primary

MATERIALS: 1/2 gallon milk carton, plain paper, scissors, tape, contact, construction or wall paper, 3" x 2½" cards

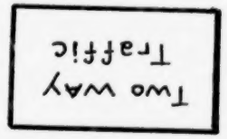
DIRECTIONS:
1) Read the question card.
2) Decide if the statement is real or make believe.
3) Write your answer on a sheet of paper.
4) Put the card into the computer and see if you are right.

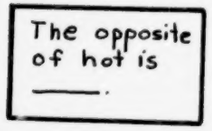
VARIATIONS: Traffic Signs

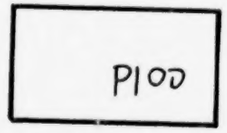
Antonyms

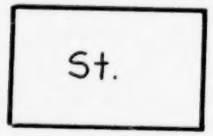
Abbreviations

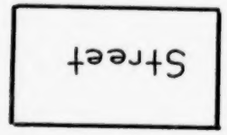
SAMPLE CARDS





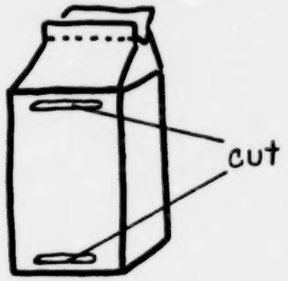






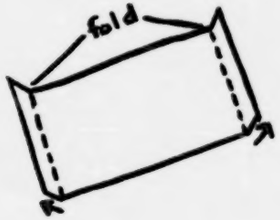
To Make A Milk Carton Computer:

1) Obtain a 1/2 gallon cardboard milk carton. Open the top.

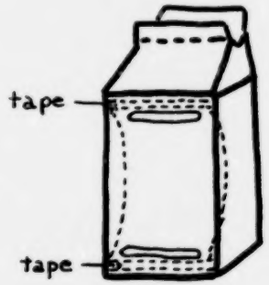


2) Cut 2 slots in the front of carton--one at the top and one at the bottom.

3) Cover the carton with colored contact paper, construction paper or wall paper.



4) Cut a strip of paper longer than the distance between the slots--fold on both ends.



5) Tape ends of the strips inside the carton--above the top slot and below the bottom slot.

6) Under the top slot, place a card saying, "Put question card in here".

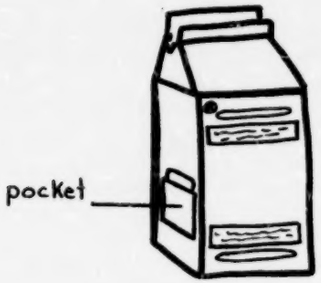
8) Place a symbol about the size of a nickel above the top slot.

10) Make a set of question and answer cards. Write the questions and answers upside down in relation to each other.

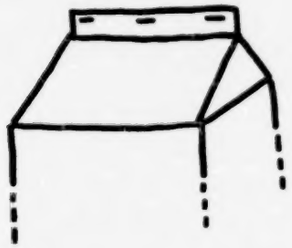
7) Above the bottom slot, place a card saying, "Answer will come out here".

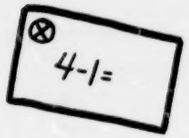
9) On a sheet of paper, write the directions for using the computer. Tape the directions to the side of the carton.

11) In the upper left corner of each card, make a symbol to match the symbol on the front of the carton.



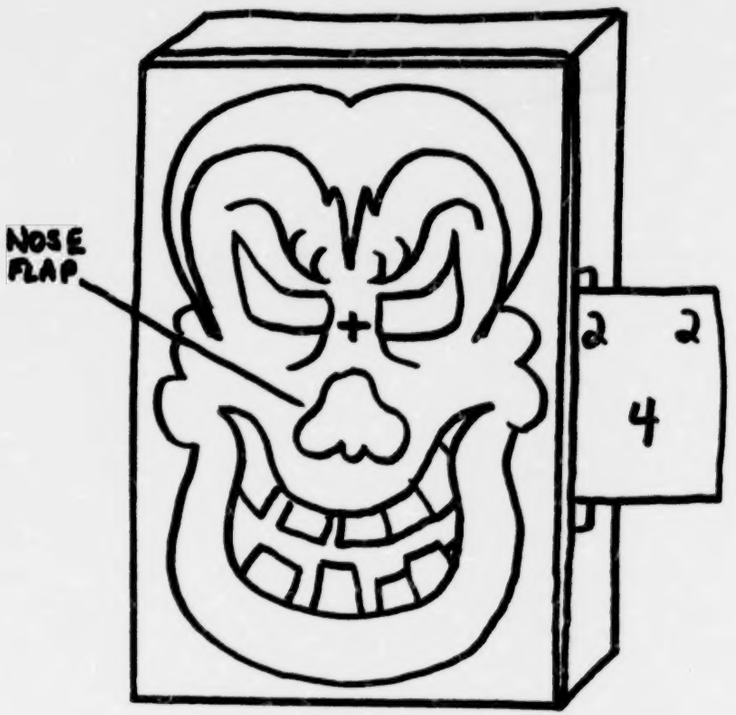
13) Write the word CARDS on the front of the carton with an arrow pointing to the pocket.





12) Attach a pocket to the side of the carton to hold the question cards.

14) Staple top back together.



TITLE: Monster Math

SUBJECT: Addition facts

GRADE LEVEL: Primary

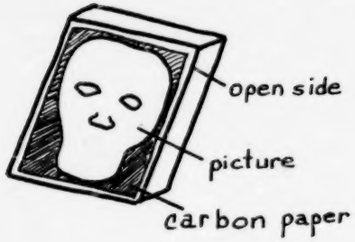
MATERIALS: Cigar box, monster picture, index cards (4" x 6"), posterboard

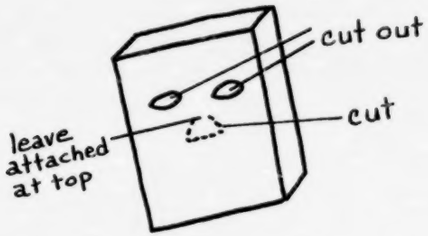
DIRECTIONS:
1) Answer the addition fact.
2) Lift the nose flap.
3) Check your answer.
4) Remove the card.
5) Continue in the same way until all cards are used.

VARIATIONS: Multiplication
Division
Subtraction

How To Make Monster Math:

1) Copy pattern or find a suitable monster picture. Lay picture on top of cigar box with carbon paper in between. Trace eyes and nose.



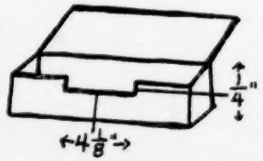


2) Cut eyes and nose from cigar box. Cut eyes from picture. Partially cut around nose to make a flap.

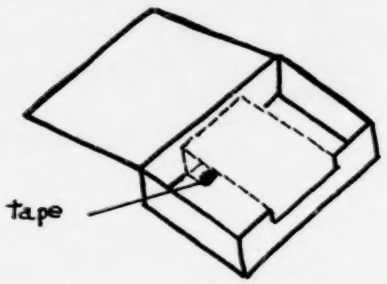
3) Paste monster picture on top of cigar box, lining up nose and eyes.

4) Paste an addition sign between the eyes.

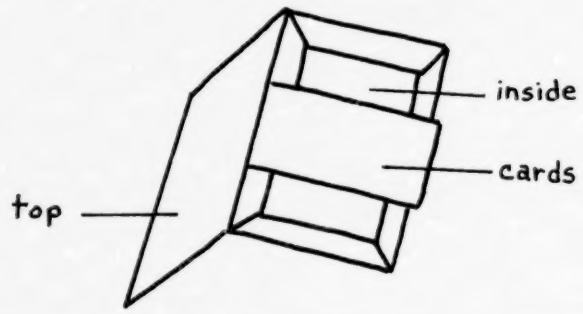
5) Cut a slot 4 1/8" wide by 1/4" deep from front side of the box.



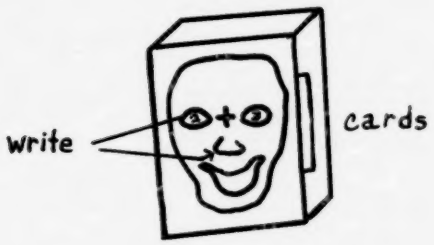
6) Cut a strip of posterboard, 6 1/8" x 5 1/2". Fold as indicated.



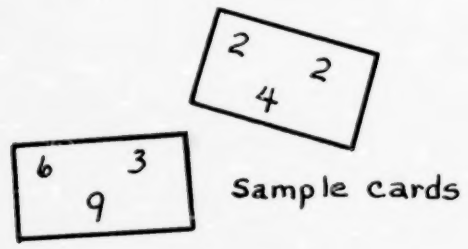
7) Tape ends of posterboard to bottom inside cigar box. Top should line up with the lower edge of the slot in the opposite side. This "platform" and the outer edge of the box form a support for the stack of problem cards.



8) Place the blank cards in the box with left edge resting on the posterboard support and the right edge on the slot.

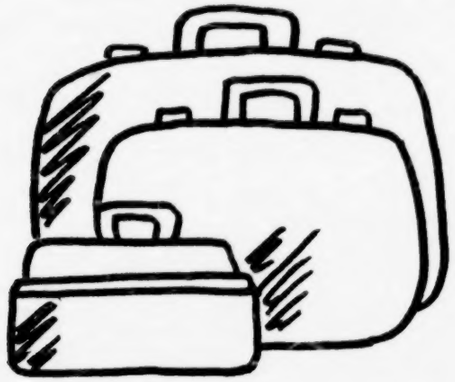


9) Make a set of addition cards by writing the addends in the eyes and the answer under the nose flap.



10) Close the "Monster" top. Addition facts should be visible through the eyes. The answer should be visible when nose flap is lifted.

Open-ended Gameboards



Open-ended Gameboards . . .

...are any gameboards where the specific content appears only on the playing cards and not on the gameboard itself

...are interchangeable among interests, subject matter and age groups by changing content, decorations and rules

...are flexible because the rules can be changed to allow more or less skill and/or luck

...can extend teachers' time and money because the playing cards are easier, cheaper and quicker to make than a whole new gameboard

...can move students away from teacher dominated learning experiences

...can be tailored to meet the needs of exceptional children

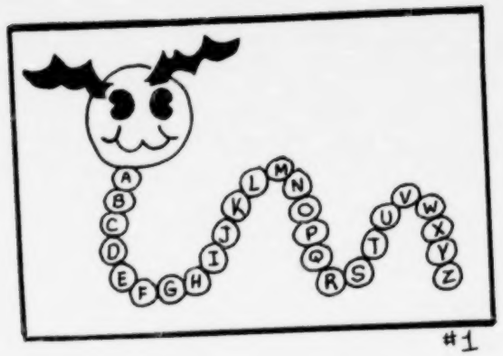
On the Following Pages Can Be Found . . .

...a variety of open-ended gameboards

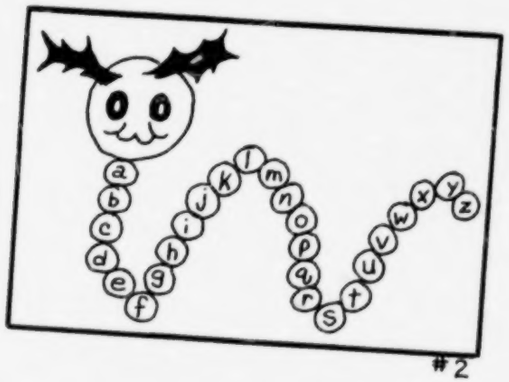
...general directions for making each

...a sample of each

...suggestions for varying content



#1



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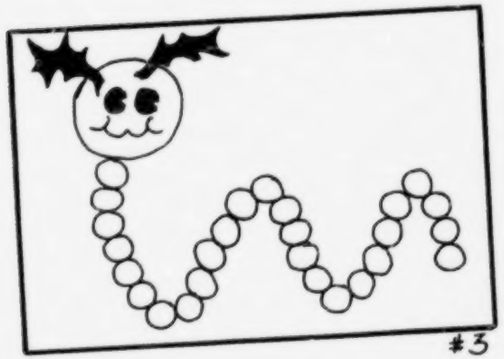

#3

TITLE: Alpha-worm

SUBJECT: Readiness--teaching the alphabet

GRADE LEVEL: K-3

MATERIALS: 3 sheets of posterboard, 22" x 28", 52 milk jug caps, 2 coffee cans, 52 Avery Dot labels, markers

DIRECTIONS:

Board 1. Match A to A, B to B, etc.

Board 2. Match "a" to "a", "b" to "b", etc.

Board 3. Place the alphabet in order.

VARIATIONS: Matching numerals to dots

Matching numerals to numerals

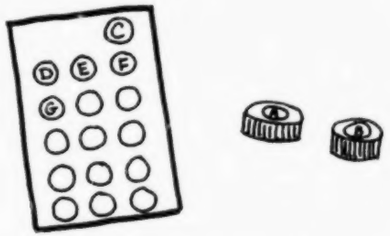
Sequencing Numerals

How to Make ALPHA-Worm:

1) Draw the worm on a large piece of posterboard using a three-inch circle for the head and 26 two-inch circles for the body. Write upper case letters in sequence on the body circles.

2) Draw two more gameboards just like the first. On one gameboard, write the lower case letters on the body circles. Leave the third gameboard blank.

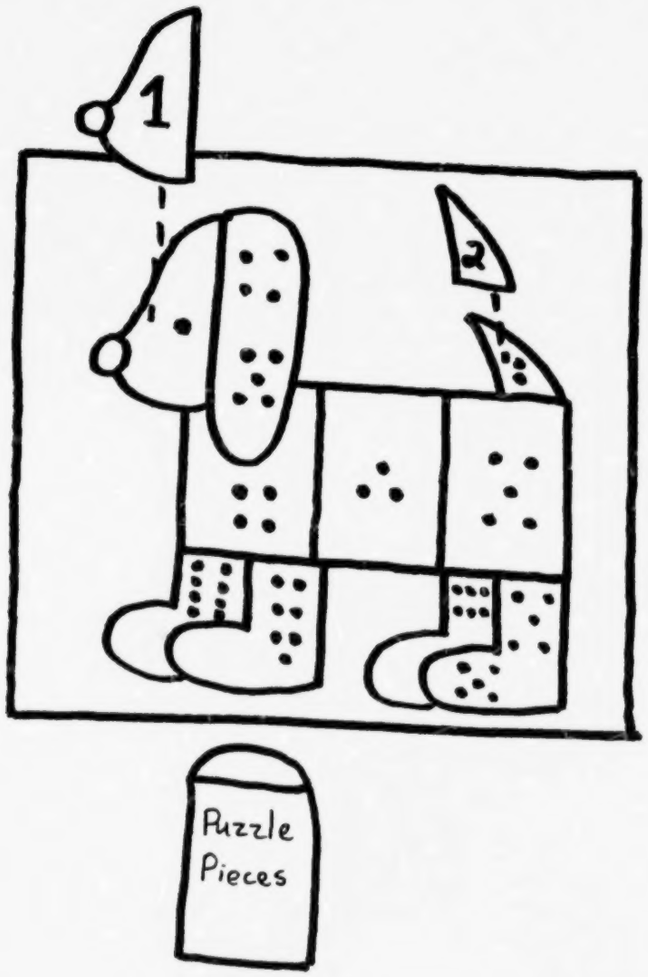
3) Laminate gameboards.



4) Write the upper case letters on 26 Avery dots. Place one on each of 26 milk jug caps. Write the lower case letters on 26 Avery dots. Place one on each of 26 milk jug caps.

5) Cover two coffee cans with contact paper.

6) Store the caps in a coffee can covered with contact paper.



TITLE: Dog-gone Fun

SUBJECT: Math

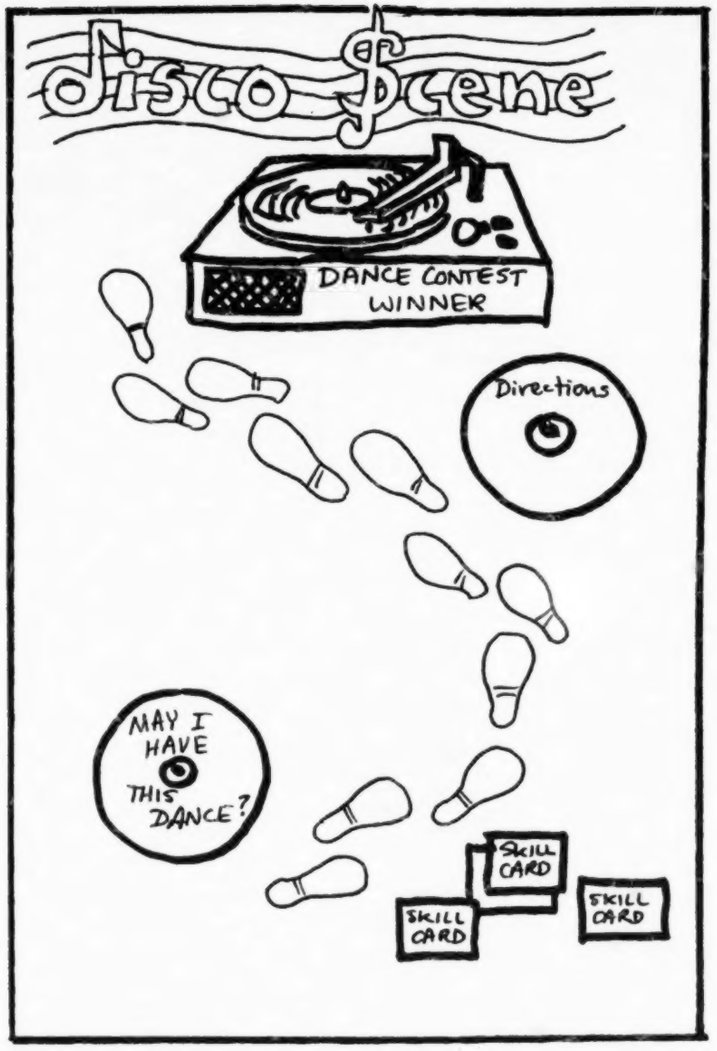
GRADE LEVEL: K-3

MATERIALS: Puzzle mat, envelope of puzzle parts

CONSTRUCTION:
1) Draw 2 dogs on large piece of poster paper.
2) Section the dogs into ten areas.
3) Use one dog for the puzzle mat.
4) Cut up one dog for puzzle parts.
5) Program each dog for skill drill.

DIRECTIONS: Complete the puzzle.
Match the numbers and dots.

VARIATIONS: Alphabet--capital/lower case
Simple vocabulary words/pictures
Colors
Shapes



TITLE: Disco Scene (2-4 players)

SUBJECT: Math/Multiplication

GRADE LEVEL: Intermediate/Secondary

MATERIALS: Tagboard, watercolor markers, tokens, laminating/contact paper, index cards and single die.

DIRECTIONS:

1) Place skill cards face down.
2) Place tokens on "May I HAVE THIS DANCE" record.
3) Roll the die to see who goes first.
4) Roll the die-draw a card from the appropriate set as assigned by the teacher.
5) Answer the question. If question is correctly answered, move the number shown on the die.
6) The first person to reach the Dance Contest WINNER space is the winner.

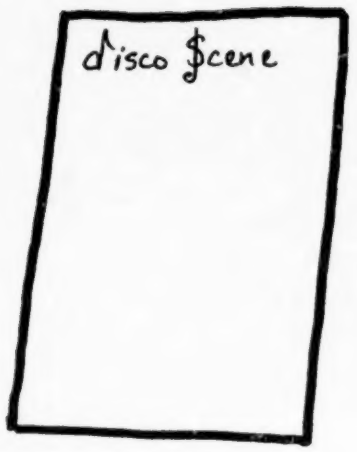
VARIATIONS: Sight words

Contractions

Abbreviations

To Make A DISCO SCENE Gameboard:

1) Select a colorful sheet of tagboard, 22" x 28", and place the title "Disco Scene" at the top (use attractive printing).



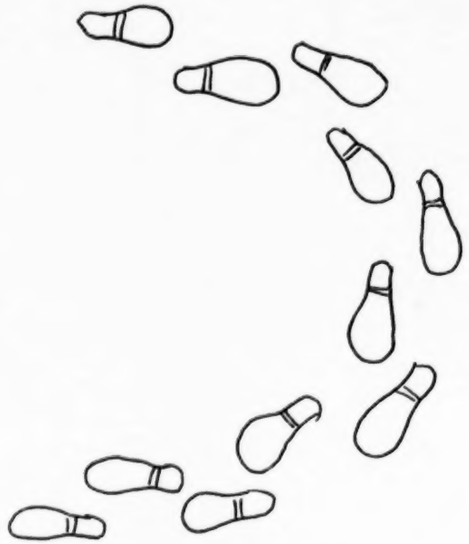
2) Under the title, draw or glue a picture of a record player with "Dance Contest WINNER" printed on it.

3) Use two old 45 records or cut two circles 6" in diameter from posterboard. On one of the records, write the directions for playing the game. On the other, write "May I Have This DANCE?"

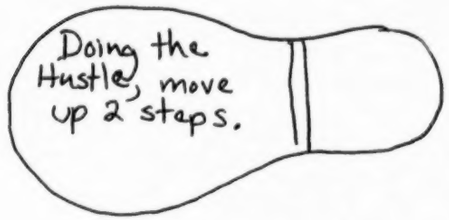
4) Attach the records as shown.

5) Draw three rectangles, 1½" x 2½", on the lower right corner of the board. Label "Skill Cards."

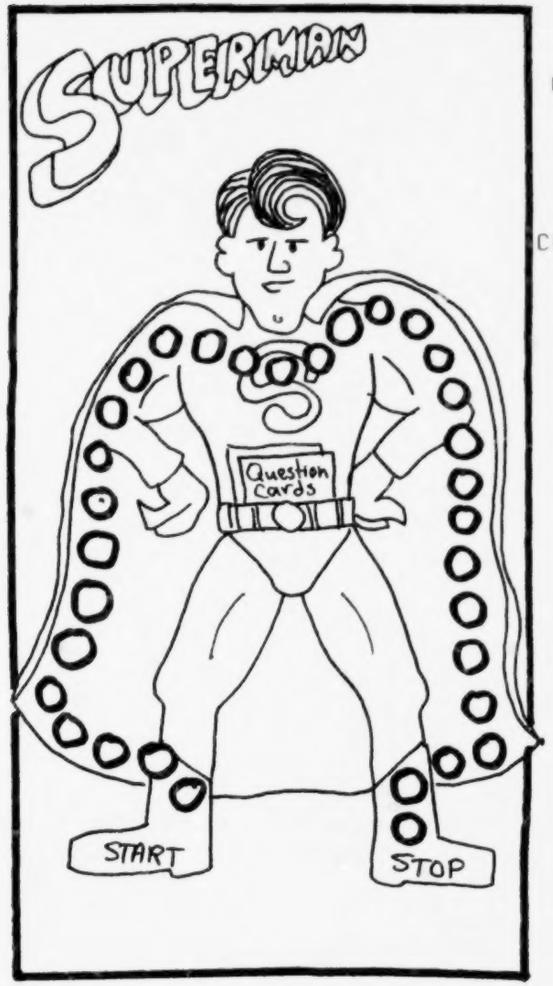
6) Cut footsteps from a contrasting color of posterboard; glue to the gameboard.



7) Randomly place these statements in the footsteps: 1) "Doing the Hustle, move up 2 steps." 2) "Sit out one dance." 3) "Stop for coke--lost two dances." 4) "Do the 'BUMP' back to May I Have This Dance?"



8) Make 3 sets of skill cards, 1½" x 2½". These may represent varying levels of difficulty of a skill, different skills, or even different content areas.



TITLE: Superman (2-4 players)

SUBJECT: Spelling

GRADE LEVEL: Primary/Intermediate

MATERIALS: Tagboard, scissors, watercolor markers, laminating/contact paper, tokens, and a dictionary

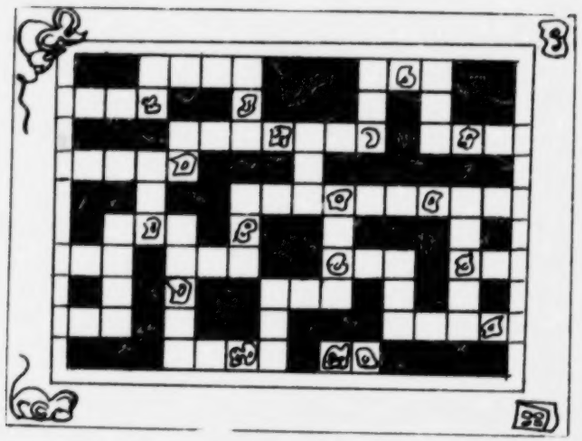
CONSTRUCTION:

1) Draw a picture of Superman on a large sheet of white tagboard (22" x 28").
2) Color Superman and his clothes, and with a black marker, draw a track around the edge of Superman's cape and down his legs.
3) Draw a 3" x 5" rectangle on Superman's belt for the question cards. Label the space "Question Cards".
4) Make a set of question cards (3" x 5") corresponding to the objective being reinforced.

DIRECTIONS:

1) Place the question cards, face down, in the correct space.
2) Place tokens on "Start".
3) Draw a card.
4) Look at the picture, name the object and spell the name of the object.
5) If correct, move 1 space.
6) Use the dictionary to check spelling.
7) The first player to reach "STOP" wins.

VARIATIONS: Classifying food groups
Classifying parts of speech



TITLE: Mazy Mouse

SUBJECT: Reading--Beginning consonants

GRADE LEVEL: Primary

MATERIALS: Open-ended maze gameboard, index cards, small pictures, small pictures of mice and cheese for decoration, spinner or single die, 4 markers

DIRECTIONS FOR MAKING:

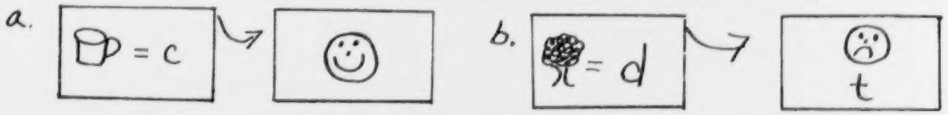
1) Attach the pictures of the mice and cheese to the edge of the board for decoration.

2) Randomly attach the small pictures of the cheese to squares on the gameboard. (Optional)

3) Make the playing cards by attaching a small picture of a common object and printing either the correct or incorrect consonant sound beside it.

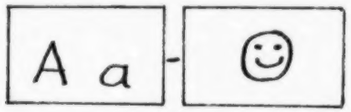
   a. If the correct sound appears, place a smiley face on the flip side.

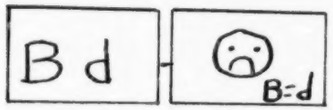
   b. If the incorrect sound appears, place a frowny face on the flip side and the correct sound.

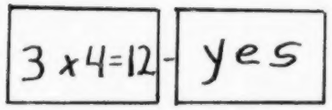


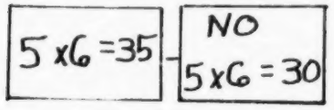
4) Make "SURPRIZE CARDS" (optional). You can add chance here. For Ex.
1 smiley face = go ahead one space
1 frowny face = go back one space
1 die with a slash through it = lose a turn

(Sample Playing Cards)







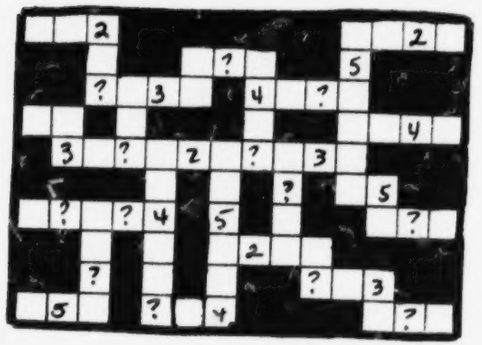


DIRECTIONS FOR PLAYING:

1) Place the stack of playing cards item side up and (optional) surprise cards near the gameboard.
2) Each student in turn draws a playing card. The player names the object out loud, then he names the beginning consonant sound, and checks to see if the letter beside the object is correct.
3) The player then flips the card over to check his answer.
4) If the player answers correctly, he rolls the die and moves that many spaces.
5) If the player answers incorrectly, he remains in the same space.
6) (Optional) When a player lands on a space marked by a bit of cheese, the player draws a "SURPRIZE CARD" and moves accordingly.
7) A player can enter any of the "START" openings and can exit any of the "FINISH" openings. (In other words, players must also find their way through the maze.)
8) The 1st player to reach a "FINISH" opening is the winner.

VARIATIONS:

Discrimination of upper and lower case letters
Ending sounds
Math facts
Time (use clock stamps)
Money (use money stamps)



TITLE: Mazmatics

SUBJECT: Math

GRADE LEVEL: 4-8

MATERIALS: Open-ended maze gameboard, waterbase markers, index cards, single die

DIRECTIONS FOR MAKING:

1) Randomly write numbers 2, 3, 4, & 5 on the squares.

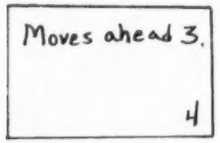
2) (Optional) Randomly place question marks ("?") on the squares.

3) Make the playing cards by writing equivalent or non-equivalent fractions on one side. On the reverse side, give the correct answer. Randomly write numbers from 1-10 in the lower right hand corner of the answer side.

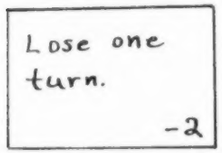
4) Make chance cards. Add "luck" moves into the game. (Optional)

Examples:
- Take an extra turn
- Move ahead 3 spaces
- Return to start
- Everyone move back 1 space except you!
- Save this card or use it now--
- Everyone moves back 4 spaces except <u>you</u>. <u>You</u> move ahead 1 space.

5) If a player lands on a chance square, he draws a chance card and moves accordingly. He also multiplies the number on the chance card by the number he has just rolled on the die and adds this to his score. (Note: this may be a negative number.)



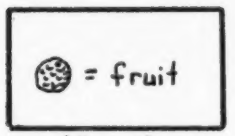
The player has landed on a chance space and drawn this card. He rolled a 4 to get there. He not only moves ahead 3 spaces, but multiplies 4 x 4 = 16 and adds it to the score.



The player here must lose his next turn, multiply the number on the die (the number he rolled to get there) by -2 and add it to his score.

6) Players can enter any "START" and exit any "FINISH".

7) The player completing the maze with the highest score wins.



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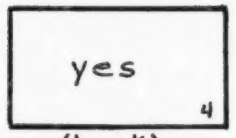

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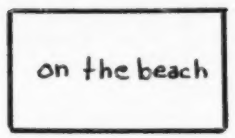

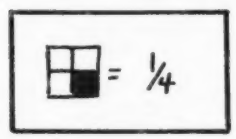

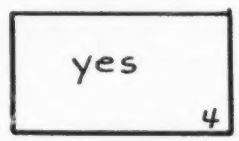

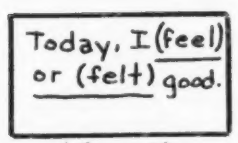

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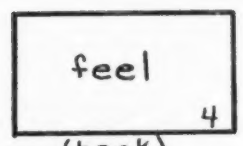

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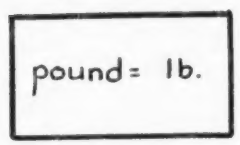
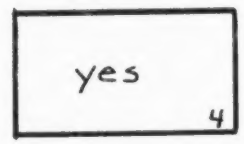
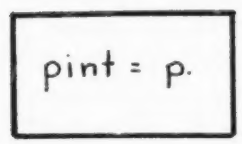
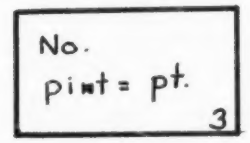




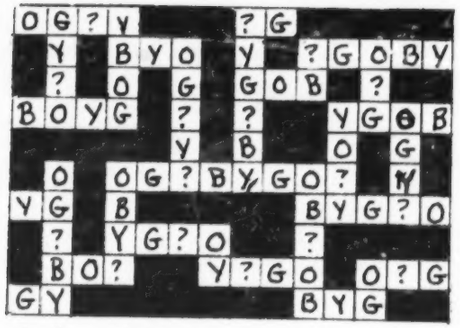




DIRECTIONS FOR PLAYING:

1) Place the playing cards item side up and the chance cards (optional) near the gameboard.
2) Each player in turn draws a card from the deck. The player must say if the fractions are equal or not equal.
3) The player flips the card to find the correct response.
4) If the answer given is correct, the player rolls the die and moves ahead that many spaces and adds the number in the lower right corner to his total score.
5) If the answer is incorrect, the player stays in the same space.
6) If the player lands on a space where a number has been written, the player multiplies the number on the board by the number on the die, and adds that figure to his score. (Optional)
7) Players can enter any "START" opening and exit any "FINISH" opening.
8) The player finishing the maze with the highest score is the winner.

VARIATIONS:
Food and food families
Detail questions
Fractional parts
Grammar
Abbreviations



Code: B = Blue
G = Green
O = Orange
Y = Yellow
? = Chance

TITLE: Multimazing Maze

SUBJECT: Open

GRADE LEVEL: 9-12

MATERIALS: Open-ended maze gameboard, four light colored markers, colored index cards to match the markers, white index cards, single die, markers

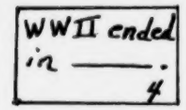
DIRECTIONS FOR MAKING:

1) Randomly color the squares with the markers and question marks or follow the placement in the illustration.

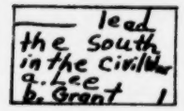
2) Construct the playing cards by writing a question on one side. The question may be an area within a subject or from different subject areas. The questions may be true/false, fill in the blank or multiple choice. Place numbers in the lower right hand corner from 1-10. IMPORTANT! Be certain to be consistant through a color with the area of content. For instance, if you make the 1st green card history, make <u>all</u> the green cards history. (Yellow cards = science; orange cards = math, etc.)

_____ was the first man on the moon. 4	_____ lead the North in the Civil War. 3	Green cards (history)
T or F Sunspots are giant storms on the surface. b	T or F Caffeine is a stimulant. 2	Yellow cards (science)
9/18 = ___ a. 1/4 b. 1/2 c. 1/3 9	2000 lbs. = ___ a. one ton b. "a lot of something"	Orange cards (math)

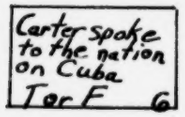
(Sample Question Cards)



Green cards= important historical dates



Orange cards= Important people in history



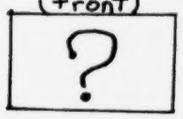
Blue cards= current events

DIRECTIONS FOR PLAYING:

1) The players, in turn, roll the die and move that many spaces.
2) The player then draws a card from the deck the same color of the square he is on. Example: The player landing on a green square draws a green card.
3) The player must answer the question correctly in order to add the points (the number in the lower right hand corner) to his score.
4) If the player answers incorrectly, the number is subtracted from his total score, and he returns his marker to the original spot.
5) Randomly write numbers on the lover right side of the chance cards. The same point accumulation system which applies in Mazmatics applies here except the numbers will appear on the chance cards instead of the board.
6) Construct an answer key.

(Sample Chance Cards)

(front)



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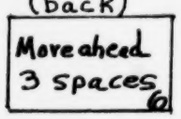

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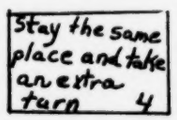

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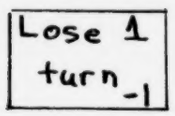
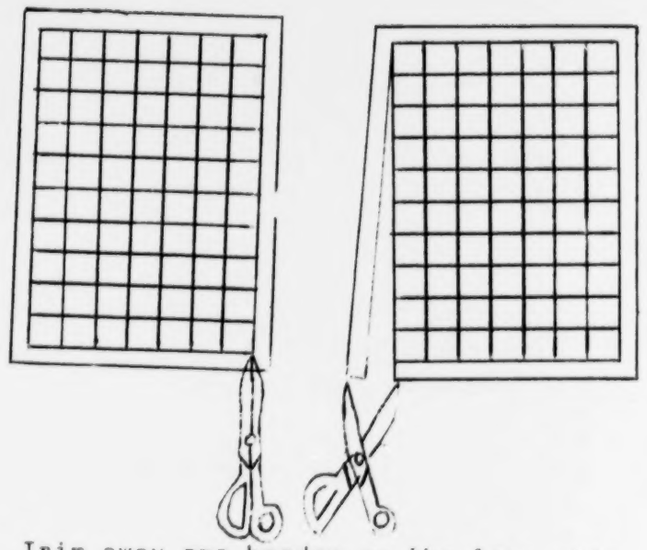


best copy available

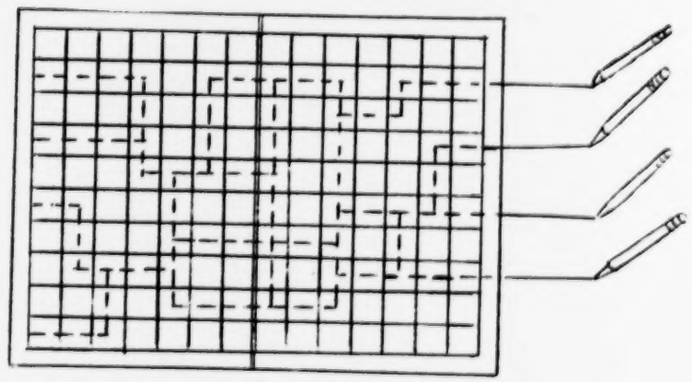
To Make A MAZE Gameboard:

1) Get <u>two</u> sheets of 1" grid paper. Grid paper already has <u>all</u> <u>those</u> squares drawn and will save lots of time! Besides, two sheets will fit neatly into a letter size file folder.



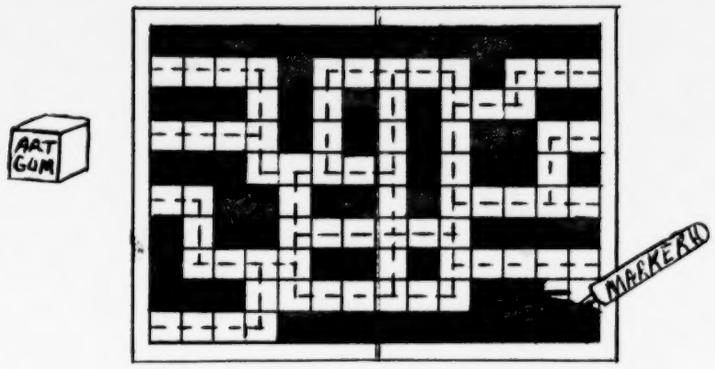
2) Trim away <u>one</u> border on the long side of each sheet.

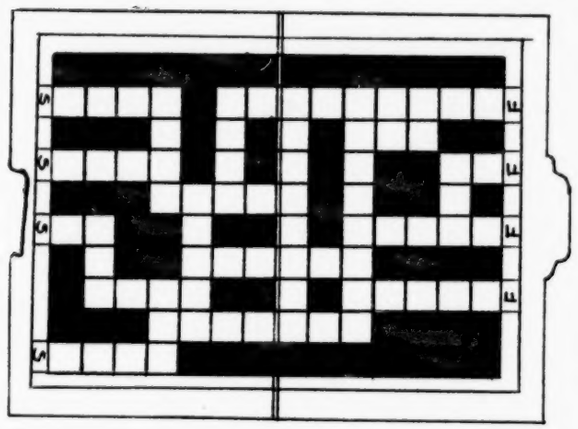
3) Place the two trimmed sheets together on a flat surface. You are going to create a maze. First, be sure there are clear paths through the squares. Use a pencil to draw several winding paths through the squares. Begin at the left and work right.



4) Blacken the squares where the pencil paths do not run. Begin at the top left and work systematically down and to the right.

5) Using art gum, carefully erase the pencil lines.





6) Using rubber cement, attach the two separate sheets to a letter size file folder.

7) Lable the openings on the left side "S" (Start) and the openings on the right side "F" (Finish).

8) Voila! You have created a maze. This open-ended gameboard can be used to create many, many games by varying the rules, content and decoration! Let your imagination be your guide!

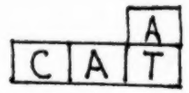
Potpourri

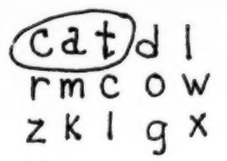
Miscellaneous Games

- Don't fit into preceding categories
- Can be new games in old frames
    - ...Lotto
    - ...Bingo
    - ...Go Fishing
    - ...Rummy
    - ...Old Maid
    - ...Casino
    - ...War
    - ...Concentration
    - ...Hopscotch
    - ...Bean Bag Toss
    - ...Monopoly
- Can utilize discarded gameboards or facsimiles
    - ...Checkers
    - ...Parchesi
    - ...Store-bought puzzles
- Includes
    - ...Tachistiscopes
    - ...Puzzles and other matching activities
    - ...Sorting (Categories)
    - ...Simulation games (Occupationopoly)

- Can be creative skill sheets

...Jumbles
...Crossword puzzles
...Fill-ins
...Answer searches
...Coded messages
...Mazes
...Shade-Ins



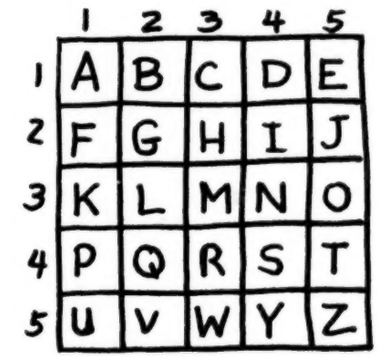


ETIRW RUOY EMAN.

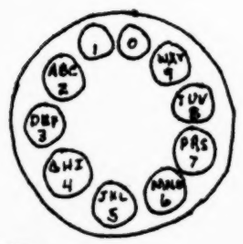
Complete this sentence:
The winter at Valley Forge was hard on the American troops because

or fuel they
you no go
had clothing warm

THUS SOCROT CIDO US WULD!



Something round and good - 41-24-56-55-11



The muscles in the thumb which permit thumb and finger opposition.

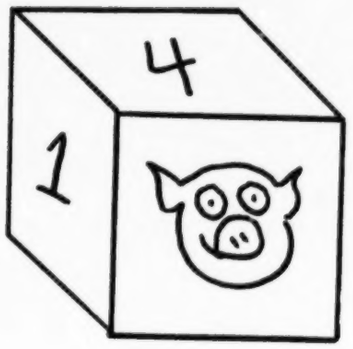
nrateh

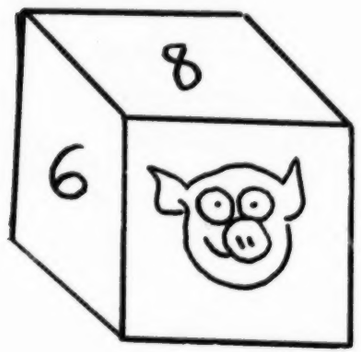
Clue

Write your 3 4 1/7 7 8 name

Put the letters in the correct order.

A D B C E F _ _ _ _ _ _





Paste 1 pig picture to each dice. Write a different number on each side of the dice.

TITLE: Pig Out

SUBJECT: Multiplication Facts

GRADE LEVEL: Intermediate

MATERIALS: 2 blank dice, two small pig pictures

DIRECTIONS:

1) The first player rolls the dice, multiplies the 2 numbers together and writes the answer.

2) The player rolling the dice can roll until he chooses to stop or until he rolls a "pig". Each time adding his answers together.

3) If the roller chooses to stop before a "pig" is rolled, he circles the answer. The next player begins.

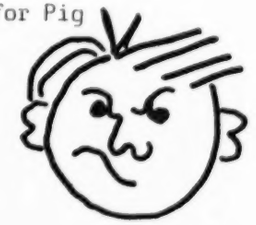
4) If 1 "pig" is rolled, the roller loses his points back to the last circled number; if 2 "pigs" come up, all points are lost.

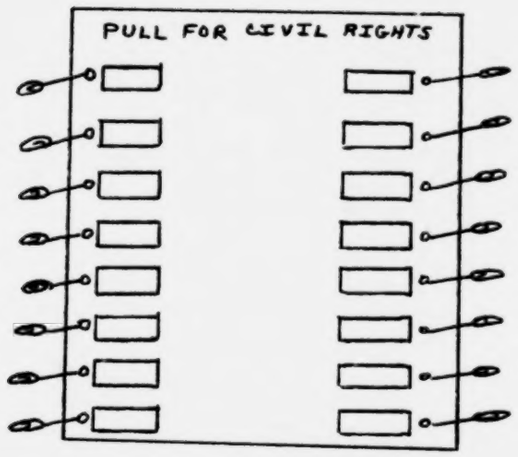
5) The first player to reach 100 wins.

VARIATIONS: For older students:

TITLE: "Punk"

PLAY: Same as for Pig





TITLE: Pull For Civil Rights

SUBJECT: Social Studies

GRADE LEVEL: Secondary

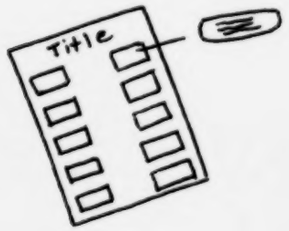
MATERIALS: Cardboard, Avery labels, yarn and paper clips, marker, hole punch

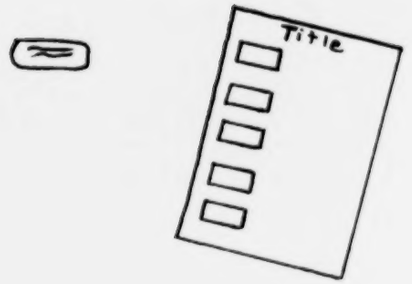
DIRECTIONS:
1) Read the name on the left.
2) Find the statement on the right that matches.
3) Tug the paper clip on the left.
4) If the statement you chose is correct, the paper clip in that hole will move.

VARIATIONS: Colors
Shapes
Compound words
Synonyms, Antonyms
Vocabulary/definitions
Any topic suitable for matching

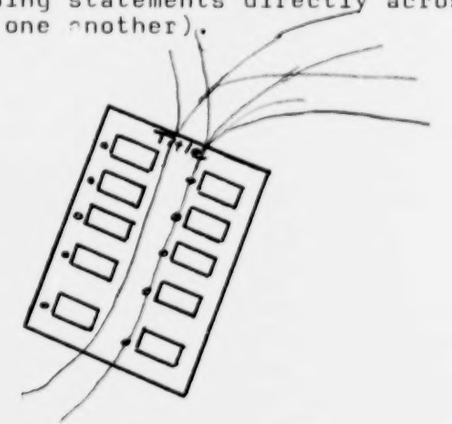
To Make A Match And Pull Board:

1) Write names on labels and attach to left side of cardboard.





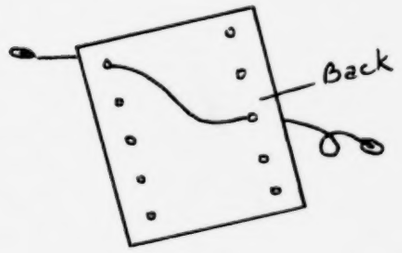
2) Write statements on labels and attach to right side (do not place names matching statements directly across from one another).

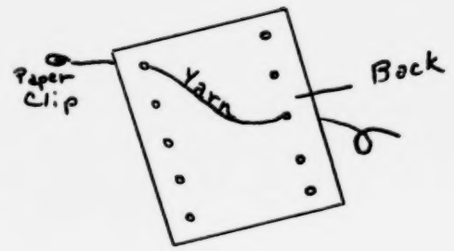


3) Punch holes in right and left side of board beside words and statements.

4) Cut yarn in 12" lengths.

5) Tie paper clip to yarn and run yarn through hole on left side, across back, and connect with its' appropriate answer.





6) Attach paper clip to yarn on the right side. Repeat for all matching pairs.

7) Turn board face up. Pull clips on right side as far as they will go. Board is ready for use.

TITLE: Multiplication War

SUBJECT: Multiplication facts

GRADE LEVEL: Primary/Intermediate

MATERIALS: Blank index cards

DIRECTIONS: Play just like "War" except the winner keeps the cards won. The looser makes new cards to replace the ones lost. Both players begin with duplicate decks.

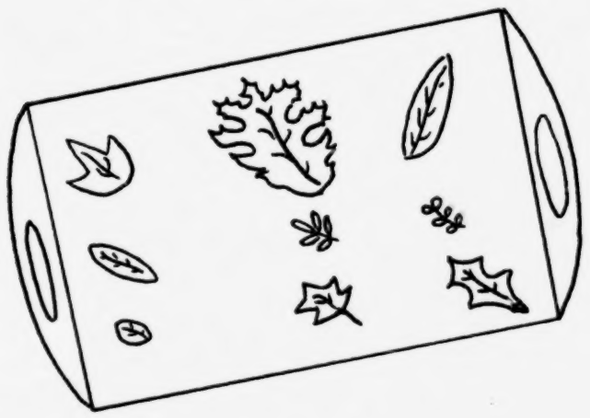
7 x 6 =

Sample Cards

9 x 3 =

6 x 4 =

Each player makes his own deck of cards with one multiplication fact on each card. (Teacher determines facts.)



Place several different leaf specimens on a tray.

TITLE: Do You Remember?

SUBJECT: Science
Knowledge/Recall

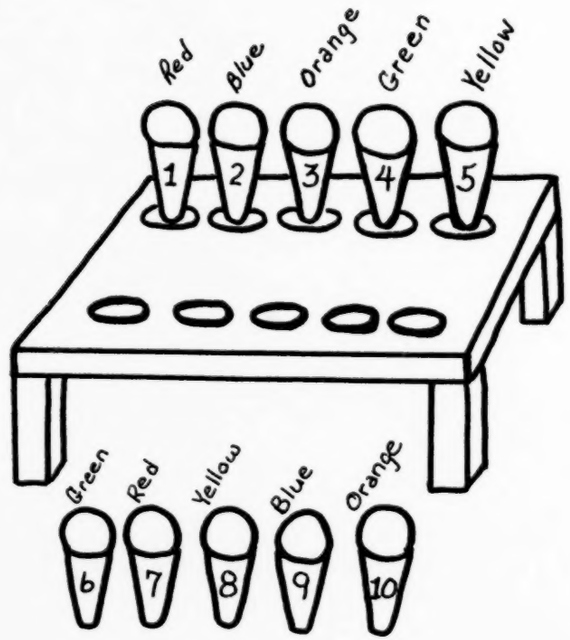
GRADE LEVEL: Secondary

MATERIALS: Tray, leaf specimens

DIRECTIONS:
1) Teacher walks through the class once with the tray of leaves.
2) Teacher hides the tray and the students list from memory the leaves--by common name and Latin name.
3) The student with the most names wins free class time.

VARIATIONS: Visual memory/Common items

Foreign language/vocabulary/nouns



TITLE: Ice-Cream Cones

SUBJECT: Readiness-number recognition

GRADE LEVEL: Preschool/Primary

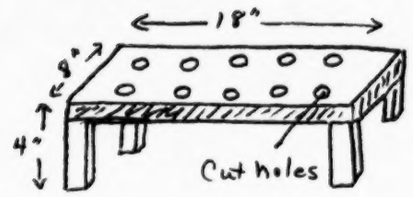
MATERIALS: Wood, 10 Mill Spindles, 10 round styrafoam balls, spray paint (5 colors), glue, magic markers, nails, paint, saw

DIRECTIONS: The student arranges the cones with corresponding numbers on them in order.

VARIATIONS: Matching colors
Alphabet--capital/lower case
Shapes
Matching sets

How To Make Ice Cream Cones:

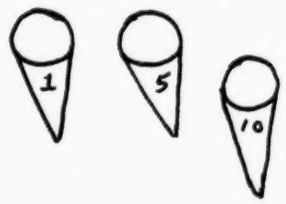
1) Construct caddy with scrap lumber. Cut holes approximately 1 3/4" in diameter. Assemble caddy with nails.



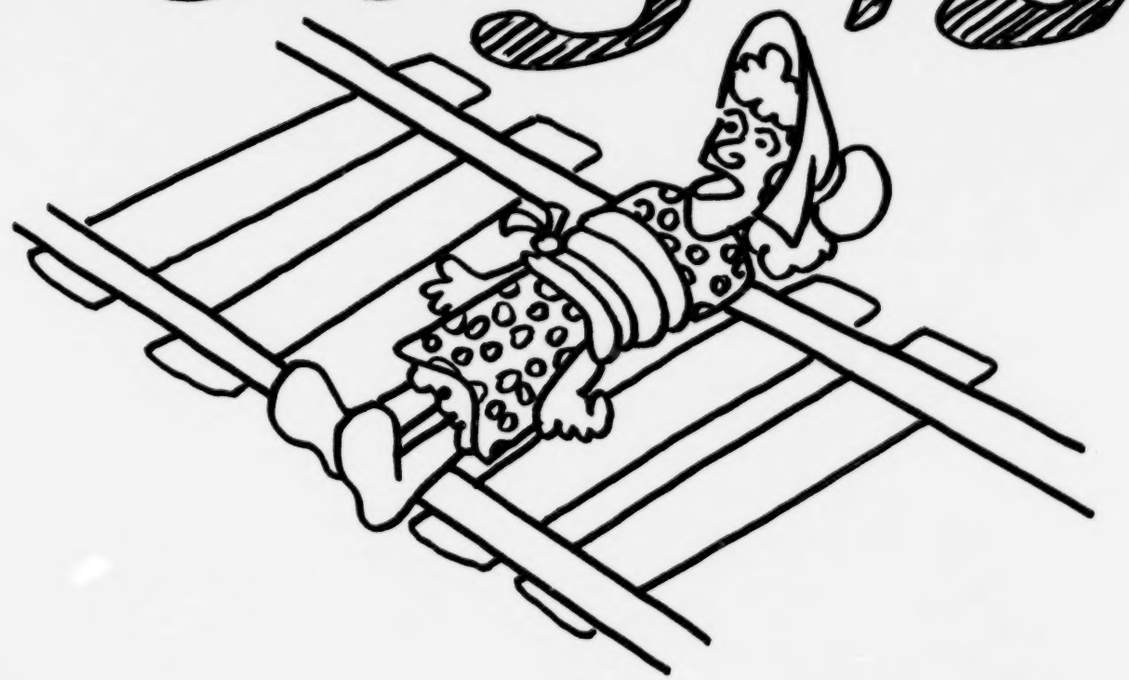
2) Spray paint styrafoam balls and cones--2 each of 5 colors.

3) Glue balls into tops of cones.

4) Write numerals 1-10 on the cones.



Bibliography



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